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ABSTRACT

Reported is a survey of 587 educators in 20 selected school districts to determine appropriate competence for a prototype training program to prepare curriculum consultants for programs serving exceptional children. The project's major goal is explained to be the development of a performance-based training model which will be generalizable to other educational institutions. A review of the related literature deals with rationale, the consultant's role as a leader and change agent, relevant training models, and administrative perspectives. Competencies are said to have been generated through educator interviews and a search of the literature, and to have been organized into a model with the following three dimensions: situations, processes, and areas of responsibility. Reported is distribution of the questionnaire to the following professionals: superintendents, psychologists, principals, curriculums consultants, speech and/or hearing clinicians, special education consultants, directors of special education, special education teachers, and regular elementary teachers. A major portion of the document provides evaluative data on each competency item. Results given suggest that competencies rated as appropriate for on-campus study were primarily in the lower importance group, competencies rated as predominantly in the job training category were primarily in the higher importance group, and that all competencies in the self-growth category were in the higher importance group. (DB)

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COMPETENCY RESEARCH PHASE

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

SPECIAL PROJECT

Prototype Training Program for the Preparation of Curriculum Consultants for Exceptional Children

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SPECIAL EDUCATION CURRICULUM TRAINING CENTER

Department of Special Education, University of Missouri-Columbia

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INTERIM REPORT: COMPETENCY RESEARCH PHASE

Special Project
PROTOTYPE TRAINING PROGRAM FOR THE PREPARATION OF CURRICULUM CONSULTANTS FOR EXCEPTIONAL CHILDREN

Consumer demand for this Interim Report has dictated this Second Printing.

January 1973

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U. S. Office of Education
Bureau of Education for the Handicapped
Division of Training

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CHAPTER I

INTRODUCTION

The results of the research and planning activities conducted during the first year of a special interrelated project funded by the Division of Training, Bureau of the Education of the Handicapped, U.S.O.E., are reported in this document. The scope of the project will be discussed with major emphasis given to the research procedures employed and to a comprehensive description of the obtained data base.

Project Goals

The major goal of the project is to develop a performance-based prototype training model for the preparation of curriculum consultants capable of developing and improving instructional programs for exceptional children. A secondary goal is that this prototype model, as well as the curricular input, be highly generalizable to other institutions of higher education. The consultant's role will be to represent the interests of exceptional children at the decision-making level in curriculum development activities. In contrast to providing direct services to children, consultants will function in the realm of support personnel for teachers and administrators in general and special education who are responsible for making decisions affecting the education of exceptional children.

For purposes of this project, a curriculum consultant is defined as a person capable of:

> serving as a leader in the development of curriculum for special education programs; advising and aiding in decision making about curriculum for the total educational program as it influences education for exceptional children; providing leadership through in-service education; advising administrators on curriculum needs; aiding teachers' use of resources and research; assisting teachers with instructional problems; providing indirect service to children.

The emphasis will not be on training supervisors or administrators, although administrative and supervisory skills may be among the competencies to be developed. Rather the focus will be on the evaluation and developmental processes of curriculum design and on the improvement of instruction. Although trainees may be recruited from specialists in categorical programs, i.e., teachers of the mentally retarded or consultants for the emotionally disturbed, the training curriculum will be

noncategorical. The competencies to be developed are not only generic to educational programs in general, but they are highly applicable to the full spectrum of school district organizational structures.

The three major aspects of the project include: (1) identifying the competencies required to function as a curriculum consultant, (2) developing learning experiences in the form of instructional modules designed to facilitate acquisition of identified competencies, and (3) conceptualizing an instructional system which allows trainees to specify their program goals and then to be accommodated by the provisions of a program tailored to these specifications. These tasks have been approached by incorporating the following features into the processes employed by the project.

Features related to the curriculum input of the training program:

1. The curriculum will be based on specific competencies rather than on general descriptions of content to be taught.

2. The competencies will be identified systematically through empirical research rather than being based on assumptions.

3. The emphasis will be on situation and process variables instead of on organizational models, such as special classes, itinerant teachers, etc.

4. Major consideration will be given to determining the appropriate setting for the development of the identified competencies, i.e., campus-structured or field-based settings.

5. The emphasis will be on competencies relative to the process of curriculum development with generic application to educational programs for exceptional children.

Features related to the structure of the training program:

1. The training program will be organized around instructional modules based on the identified competencies. The modules will be designed for maximum generalization to other training programs.

2. The program will be a graduate non-degree program with advanced degree options.

3. Trainees will be allowed to specify their own competency goals.

4. Extensive use will be made of criterion measures as a means of enhancing self-monitoring.

5. A consortium approach will be taken when necessary to attain specific competencies. It may be to the trainee's advantage

to meet the requirements of a particular module at a setting other than the University of Missouri - Columbia.

6. The instructional modules will be designed for use in off-campus in-service training as well as for use in the basic training program.

These features in combination represent the restraints within which the project activities have been developed. In summary, the project proposes to develop a performance-based training program for the preparation of curriculum consultants for exceptional children.

Project Activities

For purposes of planning, project activities were organized under nine major activities or subsystems. The activities then were grouped according to related functions and placed in a time frame geared to the relationship of the tasks involved (see Figure 1).

Phase I. Subsystems 1.0 through 4.0 were carried out during the initial research and planning year (September, 1970, through August, 1971).

Phase II. This phase, subsystem 5.0, involves the design of modules. Once initiated, this phase becomes a continuous phase in that the design and revision of modules is an ongoing process which serves to keep the program relevant and efficient. The 1971-72 academic year has been allocated to module development.

Phase III. Subsystems 6.0 through 9.0 represent the implementation phase. The target date for implementing the program on a limited scale is the fall of 1972.

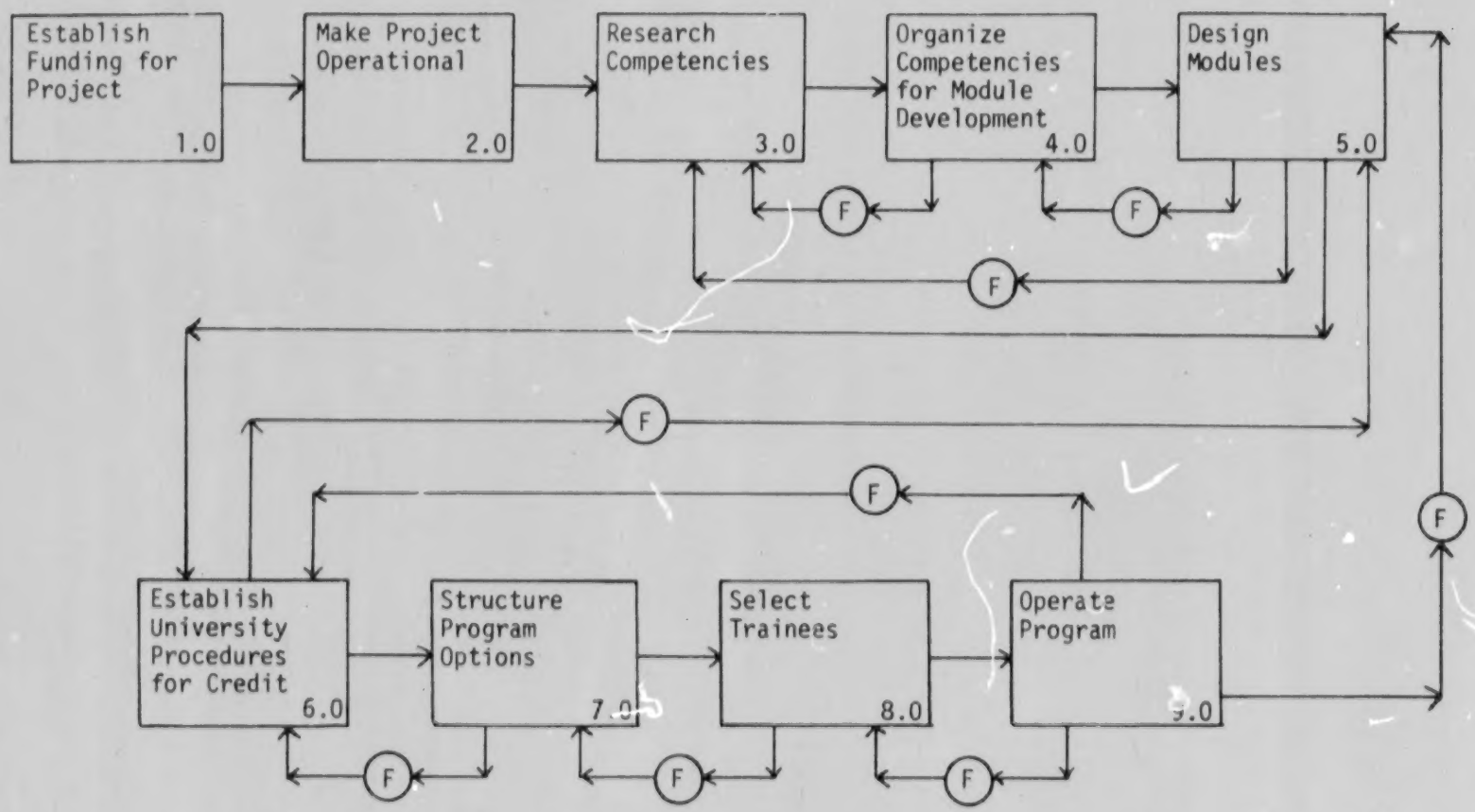
Definitions

Because selected terms used frequently in this report are not interpreted uniformly, a brief description of their meanings as applied to project activities follows:

Competencies: Specific skills, abilities, and/or areas of knowledge essential to the role of a curriculum consultant.

Performance-based training program: A training program in which the competencies to be developed are explicitly stated along with the evaluation procedures. Student progress is measured in terms of competencies attained rather than courses completed.

Instructional Objectives: A statement of an intended outcome



1. = subsystems

(F) = feedback

Figure 1. Flow chart depicting project development sequence.

of a learning experience which identifies the desired behavior, the conditions under which it is to be performed, and a criterion level of satisfactory performance.

Consortium Based: When necessary and feasible, trainees will serve internships or complete the module requirements at special facilities, school districts, or other campuses. It is anticipated that the consortium will be comprised of a small group of facilities whose services for training purposes will be used frequently.

Training Modules: A plan or set of prescribed experiences designed to prepare trainees to achieve competence in a major task relevant to the role of a curriculum consultant.

CHAPTER II

REVIEW OF RELATED LITERATURE

Part I. Rationale

The influence of education on the social and intellectual development of children is closely related to the employment of quality instruction, the utilization of available technologies, and the provision of an environment conducive to learning. In order for this influence to be maximally effective, manpower, expertise, and financial resources must be reinforced by a societal commitment to an investment in education. Even with the resources and commitment in balance, the learner's variability affords a formidable challenge. Within the range of "normalcy" learner characteristics vary considerably.

Much attention has been given during the past 25 years to children who because of sensory, physical, or mental deficiency vary to the degree that they have not achieved sufficiently as independent learners in regular classes. For the most part the emphasis has been on delivery systems, with attention to the design of special materials and methodologies a more recent activity. The response of educators to children presenting learning characteristics which inhibit their performance as pupils has been to identify them as exceptional, to label their problems, and to establish special education programs to serve them. One needs only to review educational statutes or to examine local public school programs to see that special education has become an integral aspect of our education system.

The differentiation between exceptional children and children considered to be "normal" in their learning behavior is not dichotomous. The features which make children exceptional and subsequently candidates for special education services vary. Philosophically, the emphasis has been to enhance the child's performance in the regular class and reserve placement in special education programs for the child whose problems warrant more attention than participation in the regular class allows. The favorableness of the school setting also varies, thus influencing the educational placement of exceptional children. So, children with varying degrees of exceptionalness are found in regular classes. It is estimated that 50 % of all exceptional children are served through regular education. When children with less severe learning problems are added, it becomes apparent that the majority of exceptional children are being educated through general education.

In situations where quality instruction prevails and support services are plentiful, the exceptional child with a mild learning problem probably will be accommodated within the regular program. However, in a

poor instructional environment, the mildly handicapped becomes vulnerable. The nature of his educational program may be determined more by decisions based on administrative or economic considerations.

Special education services range from the provision of special equipment to instruction through self-contained classes. Except for those exceptional children whose needs are primarily for supportive services, the needs of exceptional children fall within the realm of curriculum modification and/or development. Consequently, special education for this group of exceptional children can be viewed as that aspect of education responsible for modifying curriculum practices to the needs of children experiencing problems which significantly inhibit learning. For some exceptional children, such as the mentally retarded, the implications for curriculum modification focus on circumscribing the content to be taught as well as employing special techniques. For those children without intellectual deficits, the curriculum content is not altered; instead innovative instructional strategies are emphasized.

If one can accept the premises that justification for special education is based primarily on the need for curriculum modification and/or development, and that the educational setting in which the child is found influences the curriculum modifications required, it would hold that curriculum development is a major responsibility of special education. With this in mind it is interesting to note that historically the emphasis in special education has been on organizational structure, diagnostic techniques, and the establishment of educational procedures based on global disabilities rather than on specific learning problems. The result has been the evolution of a highly visible segment of education geared to exceptional children. The attention given to curriculum development or modification through this system is not nearly so visible. For the most part, special education programs have employed supervisors who were given their respective responsibilities as well as a variety of administrative tasks. Directors of special education have tended to perceive their role as facilitating the development of programs rather than investing in the formulation of curriculum directives. This perception seems more a reflection of their competencies than of their philosophical commitment to the education of exceptional children. The result has been that teachers have assumed a major role in curriculum decision making. What they teach in their classrooms becomes the curriculum although it may not be consistent with any particular curriculum design. This delegation of responsibility to the special class teacher has occurred primarily by default.

Special education's responsibility to curriculum development has been acknowledged routinely in the literature; however, a significant investment in curriculum development for exceptional children was not made until the latter part of the past decade. Historically, this investment has been in the organizational system and procedures for identifying exceptional children.

Gallagher (1967), while commenting on the future of the Special Education Instructional Materials Center network, expressed concern that:

> . . . special educators be wise enough to not pass the job of curriculum innovation around only within our little group of special educators, but also seek out the active cooperation of anthropologists, sociologists, psychologists, and all others who can, with our pedagogical help, bring content validity to our curriculum. It is a huge problem and demands heroic response. If we can listen to the anguished cries of the teachers around us, we should know that nothing we could do could so aid our special education program as a major effort of this sort..

In the same article, he presented his first unthinkable thought which posed a significant question: "Is curriculum development for exceptional children too important to be left to the classroom teacher or, for that matter, to the special educator?" Goldstein, in 1970, reiterated the same concern:

> Implicit in our concept of curriculum development is a strong conviction that teachers are not the ones to develop curriculum. There are many common sense reasons underlying our beliefs. Not the least of these are: (1) Teacher preparation rarely includes the essentials of curriculum development; if anything teachers are better equipped to apply and evaluate curriculum; (2) Teachers, because of their localization, lack the opportunity to reach out adequately for the kinds of datum and information that are crucial to curriculum development; and (3) Even if we are wrong about 1 and 2 above, there is the inescapable fact that teachers expend so much cortical and physical energy in the course of the day that they have relatively little left to give to the after school curriculum committee.

If the teacher does not possess the skills and resources necessary to develop curriculum, and if the system employed to provide special education services does not provide leadership in curriculum development, how is curriculum development for exceptional children accomplished? One would assume that the curriculum specialist from general education would be a major resource for the special educator. Actually, the specialness of special education has created a situation which precludes, or at least discourages, the involvement of subject matter specialists and curriculum development specialists from general education engaging in the process of developing curriculum for exceptional children. The significance of this situation could be discounted if special education personnel were competent to develop curriculum. However, there is little evidence to suggest that either the commitment or the competence has been generated in behalf of curriculum development for exceptional children within the existing model of special education. Consequently, it is not surprising that special education is vulnerable to the criticism being leveled by persons such as Johnson (1962), Dunn (1968), and Lilly (1970).

The emerging movement aimed at returning mildly handicapped children

to the mainstream of education will alleviate many criticisms of existing models, but it will not resolve the need for systematically developed curriculum geared to the needs of exceptional children nor will it likely result in the representation of exceptional children at the decision-making level of curriculum development within general education. It would appear unrealistic to place exceptional children in the mainstream of education without representation also in the mainstream of curriculum decision making in the education spectrum. If this goal is to be accomplished, special education personnel must achieve a competency in curriculum development sufficient to provide leadership within the confines of special education as well as within the structure of general education.

Personnel with competencies relative to curriculum development are essential to this projected need. The specification of skills and means for training individuals with such skills represent unresolved tasks. Closely related to these problems is the matter of establishing a role compatible to our systems of special and general education. This role should provide for linkage between those professionals knowledgeable of exceptional children, subject matter specialists, and curriculum developers in general education.

Although changes are taking place in teacher training, it is questionable that newly trained teachers are skilled in curriculum development. Goodlad (1966) probably is realistic in spite of his pessimism when he states that:

> For some years yet, however, school systems cannot count on beginning teachers' awareness of modern curricular emphasis and must provide immediate in-service education for them. Of course, school systems which intend to keep abreast of the times always must make every possible provision for the continuing self-renewal of the teachers.

If special education teachers are to continue to be curriculum dedevopers, in-service education becomes a prerequisite for improving their skills. Even this approach assumes that administrators are prepared to make allowances for their participation in curriculum development. If their talents are to be used appropriately, supportive personnel with development skills also will be needed. In appraising the present status of support personnel, Hanson (1967) indicates that: "There are too few qualified or trained supervisors that work with our special class teachers. Many building principals and administrators are very weak in curriculum supervision for special education teachers." The current empahsis on instructional materials centers, while effective in generating the development of materials, does not compensate for the needed expertise in curriculum development.

As Grobman (1968) points out, curriculum and textbooks are not synonymous. However, if special education is to move beyond the selection of software as an approach to curriculum development and enter a phase characterized by systematically designed curriculum compatible with

curricular theory and the dictates of pupil characteristics, a personnel resource sufficient to provide direction in developing curriculum for exceptional children must be created.

It is questionable if special education can take its lead from the processes employed in general education and apply the same processes without modification to curriculum development for exceptional children. However, the tasks of curriculum development are similar regardless of the population involved. For example, if one reviews the role of curriculum specialists outlined by Caswell (1966) he finds implications for a similar role in special education. Caswell indicates curriculum specialists are concerned with: (1) assuring a sound sequence of continuity in the curriculum, (2) establishing relationships consistent with general goals of education and specific teaching objectives, (3) designing curricula that provide reasonable balance and emphasis among areas of study. This role definition has many implications for special education. "It is quite evident that special education and regular education are not mutually exclusive programs and cannot function independently from each other " (Fuchigami, 1967).

The long range goal of the Special Education Curriculum Training Project at the University of Missouri - Columbia is to provide a training component for the preparation of curriculum specialists knowledgeable of the process of curriculum development and the learning characteristics of exceptional children. This facet of the University of Missouri - Columbia program will complement its present emphasis on the training of classroom teachers and college level instructors in special education. Although the first year's research efforts will dictate the nature of the training curriculum, the parameters of the project are strongly influenced by five basic considerations:

(1) The training curriculum will be based on a hierarchy of competence derived through empirical research rather than on assumptions possessed by faculty representatives.

(2) The training model will be designed to accommodate individuals with various experience and levels of competencies. The length of the training program will depend on the objectives of the trainee and his prerequisite skills.

(3) The training setting will be based on a consortium model. While the primary training will be coordinated on the University of Missouri - Columbia campus, considerable use will be made of specialized facilities regionally and nationally.

(4) The program will be primarily a non-degree graduate program with degree options. It also will have a short course provision to accommodate an in-service training function.

(5) The training curriculum based on behaviorally stated objectives will enhance evaluation and facilitate individualized training.

Part II. The Consultant Role: Leadership and Change Agent

The increasing complexity of information available to educators necessitates expanded use of specialists in various support areas. The singular importance of curriculum modification in special education as well as the proliferation of new instructional materials has resulted in the existing demand for curriculum specialists. Despite the increasing dependency on consultants in education, few empirical investigations have explored the parameters of consultation. Clearly, the diversity of evolving consultative roles, situational variables, and differential staff expectations demands thorough investigation toward maximizing the effective utilization of this resource.

The existing literature bearing on consultation is generally descriptive in nature, and several authors have arm-chaired frameworks in which to view the consultant and/or his role. Pertinent to the present project is these authors' consensus supporting the intuitive notion that a consultive role is not fixed, but varies as a function of role expectation and other variables specific to the setting in which the consultant will be operating. Gross, Mason, and McEachern (1958) specify three distinct role definitions: (1) normative roles determined by behavioral expectations of self and others, (2) situational roles determined by the perceived demand characteristics of the setting, and (3) behavioral roles determined by actual performance criteria. Similarly, Gilbert (1960) delineates three operational aspects of consultation: (1) role, (2) function, and (3) process. Gilbert's "role" appears analogous to the previously noted (Gross, et al., 1958) description of normative roles in that he specifies who the consultant is and who others think he is (i.e., role expectations). Further, his "function" aspect refers to the consultant's goals and expectations, and by "process" he refers to the means or methods by which the function is carried out.

The pervasive recognition of the significance of others' expectations in defining the consultant's role dictates analysis of proposed competencies in relation to the respondent's professional position. That is, it is anticipated that role expectancies may vary between an administrator and a special class teacher resulting in disagreement in preferred competencies for a curriculum consultant. Similarly, it is suggested that in-situ demand characteristics will influence the nature of the consultant's role. The empirical investigation defining Phase I of the current project provides a sound base on which training specifications may be determined for preparing curriculum consultants of maximum effectiveness in a variety of settings. Further, successful integration of the consultant into an ongoing educational program should be assured by a training program consonant with the predetermined expectations of field personnel.

The use of consultants is probably the major adjunct service to

education today. Widespread utilization of consultants in business and industry (Tilles, 1961) in advisory, innovative, and evaluative capacities, further evidences the confidence invested in this role by administrative-managerial staff. Several features definitive of the consultant's role commend consultation as maximally beneficial toward fulfilling the service hiatus in curriculum information. The major characteristics differentiating the role of the consultant from that of other staff positions are:

(1) Objectivity

The consultant is essentially an "outsider". He functions primarily as a resource person called into an ongoing enterprise as the need for his specialized skills is perceived. Consequently, the consultant approaches his duties with a degree of objectivity unattainable from within the organizational structure where personnel typically are involved full-time on a day-to-day basis. This degree of objectivity assures an individual freedom from the ego-involvement inherent in a staff position and the pursuant resistance to change so often characterizing programs in education.

(2) Fresh Approach

The predominately external perspective of the consultant as well as his entrance into the picture after some period of operation affords a fresh perception of the program. Thus, the consultant is in an ideal position to "breathe new life" into the status quo generated from internal consistency.

(3) Unique Status

The consultant may serve in a capacity unlike any other in the line/staff structure usually created for purposes of administrative efficiency. He may be delegated line access to all program staff and thus circumvent the impediments to rapid decision making intrinsic to organizational hierarchies.

(4) Novel Perspective

The consultant's role places him at an unusual and beneficial vantage point enabling him to oversee the total operation as an integrated whole unencumbered by the status roles defined for internal staff positions. In addition, the top administrative position as well as those descending the organizational hierarchy are equally accessible to scrutiny from this unique perspective.

(5) Itinerant Nature

The traditional view of the consultant as operating on an

itinerant basis provides for an individual available on demand at specific times in response to particular needs. This arrangement, allowing greatest flexibility in personnel selection, maintains both economic and administrative efficiency. Further, the itinerant nature of the consultant position provides a natural channel for enhanced cooperation and information exchange between universities, state departments of education, and local school districts, as well as representatives of the private sector.

(6) Specialization

The excess of information and skills necessary to insure effectiveness in curriculum decision processes renders unfeasible continued reliance on personnel currently charged with the performance of other requisite services in education. This is particularly certain in the case of the often ill-equipped and already overburdened classroom teacher with whom major curriculum decisions often rest. The availability of a well-trained specialist possessing in-depth curriculum expertise surmounts the difficulties resulting from multiple and inappropriate job specifications.

These advantages inherent in the role of a consultant are those associated with the traditional view of the consultant as an external agent. This project's goal is to train curriculum consultants as internally operating professionals while maintaining the several strengths associated with the external role. Thus, consistent with Havelock's (1969) typology, the product of this training program will fill a leadership position, serving primarily as an "inside change agent" while preserving the integrity of the consultant as conveyor, facilitator, and trainer.

Several distinct benefits are afforded both the curriculum consultant and the employment setting via his fulfillment of responsibilities in this capacity: (1) The consultant shares the successes and failures experienced leading to increased personal motivation. (2) The consultant spends a greater proportion of his time in a particular work setting familiarizing himself with that unique situation. (3) His identity as part of "the team" facilitates rapport and esprit-de-corps between him and other personnel. (4) His status provides continued and direct communication with the total staff. (5) The internal consultant is always available to handle problems as they evolve. (6) He is in a position to anticipate and offset needs prior to their identification by associate staff.

Part III. Review of Relevant Training Models

Performance based training models in elementary education are discussed in terms of their application to project goals. Specific attention is given to their unique features and observable weaknesses. As indicated in a previous section, this project is attempting to formulate a prototype training model possessing features such as an empirical or consensus base, modular scheduling, and proficiency criteria integrated into a consortium endeavor. The rationale for a training model such as the one being researched in this project elicits numerous questions because of its departure from the traditional. Such questions would include:

(1) How is the program divided into modules?

(2) Can modules, once developed, be implemented into a college or university program not organized in such a fashion?

(3) How will a student select and organize training modules into a sequential and total training program?

(4) How will evaluation be conducted and how is minimal proficiency determined?

(5) Can a training program based on proficiency criteria utilize traditional grading systems?

(6) How will other university personnel and the professional community respond to a modular training program?

In search for answers to these and related questions, the Comprehensive Elementary Teacher Education Models were reviewed. These models represent the most forward-looking endeavors in general education. They are particularly relevant to this project because they have attempted to implement several features being considered for the training model to prepare curriculum personnel.

In the fall of 1967, the United States Office of Education requested proposals for a three-phased project designed to provide outstanding programs for the professional education of elementary teachers (Engbretson, 1969). The first phase of the project was to develop program models; the second phase was to test their feasibility; and the third, depending upon the results of the feasibility study, was to implement at least two model-based programs to serve as demonstration programs for elementary teacher education across the nation.

The Office of Education's request for proposals resulted in the

submission of 80 design proposals from universities, colleges, and educational research and development agencies. Nine of these proposals eventually were funded to support Phase I development. Contracts were awarded the University of Massachusetts; University of Pittsburgh; Syracuse University; Teachers College, Columbia University; University of Toledo; Michigan State University; University of Georgia; Florida State University; and the Northwest Regional Laboratory.

Each of these agencies developed a training model with unique properties; however, in a review of the nine models, Monson (1969) identified ten common properties:

(1) Greater stress on individualization and flexibility in the form of self-pacing, self-evaluation, and added self-responsibility.

(2) More emphasis on performance criteria or training cycles and the use of behavioral objectives. More definitions of teacher tasks. Thus, less structuring of formal courses.

(3) Earlier experiences with children--and often more and more varied experiences than in present programs.

(4) Increased cooperation among those concerned with teacher education in the universities and colleges, in the public schools, in media development, and within other agencies.

(5) More reliance on technology--from video-tape machines and programmed instruction to entire computer-assisted and computer-based programs.

(6) Highly selected laboratory experiences, simulations, microteaching, and internships.

(7) Planned in-service follow-up programs for graduates in their first year of teaching.

(8) Differentiated roles for elementary school personnel and college staffs.

(9) Movement toward a five-year internship program in basic elementary teacher preparation.

(10) More emphasis on liberal education and toward an interdisciplinary approach to teacher education.

A perusal of this list of commonalities in the New Model Elementary Teacher Education programs indicates that the envisioned training program for curriculum personnel possesses a similar philosophy and comparable methodology. Thus, a careful review of those aspects in the Elementary Teacher Education Models which seem to possess particular

relevance to the current project is presented.

Program Content:

The training model developed at the University of Syracuse possesses a clear delineation of its content areas. Each content area contains several training modules. The content areas include: liberal education, methods and curriculum, child development, teaching theory and practice, professional sensitivity training, social-cultural foundations, and self-directed professional study.

These content areas exemplify the movement made by most of the training models toward developing greater knowledge of instructional theory. The emphasis those models placed on training in the areas of intra and intergroup relationships also is noteworthy. Nearly all of the programs indicated that the days of the self-contained classroom are numbered. Instead, instruction will become a cooperative venture by an educational team comprised of individuals with different levels of competence and different areas of expectation. Thus, the authors of these models felt it was imperative that prospective teachers receive training relevant to functioning in group endeavors. Another area of emphasis featured by most models was included in the Syracuse model. While most traditional training programs have suggested that students take coursework in sociology and related areas, the new models emphasize sociocultural foundations.

The changing emphasis in program content as suggested by the new training models has much relevance for a future training program for special education curriculum personnel. Education is moving toward higher teacher competencies in those areas which would facilitate the implementation of ideas and recommendations by consultant personnel. The emphasis these models placed on instructional theory, sensitivity training, and social-cultural foundations suggests that any new training program in education must address itself carefully to certain aspects of these topics.

Specific Teacher Competencies:

The model developed at the University of Pittsburgh has given close inspection to the professional training component within the overall training content. Nine teacher competency areas have been identified: (1) specifying learning goals, (2) assessing pupil achievement, (3) diagnosing the learner, (4) planning programs, (5) guiding pupils, (6) off-task pupil behavior, (7) evaluating the learner, (8) team work, and (9) self-development in specialty areas. Each competency area would contain numerous training modules providing alternative courses of action. The student would be given the opportunity to exercise several options in meeting the prescribed proficiency. It should be noted that a model which identifies specific competencies does not force individuals to become generalists. An individual may become specialized in a particular competency area, but he should attain a minimal level of proficiency

in other competency areas to function effectively as a specialist.

It is obvious that a training program to prepare curriculum personnel in special education would not employ the same hierarchy of competencies as those enumerated in the Pittsburgh model. However, this model does suggest areas for consideration and possible inclusion. The model also indicates the feasibility of delineating several competency areas which must be met at minimum levels of proficiency but which can provide the opportunity for specialization.

Level of Competence:

Nearly all models addressed themselves to training personnel on a continuum of competence more extensive than traditionally provided by teacher training programs. By combining the provisions of several models-- most notably the models by Florida State, Michigan State, and the Northwest Regional Education Laboratory-- the following hierarchy can be obtained: (1) underclass liberal arts requirements; (2) pre-service, which would include exploration of the teacher competency areas as well as clinical experiences such as microteaching, etc.; and (3) in-service which involves contact with personnel at the internship, competent teacher, competent experienced teacher, and professional experienced teacher levels.

It is noteworthy that teacher training institutions are making serious efforts toward providing experiences for different levels of teacher competence. The philosophy embedded within these models emphasizes that a competent teacher is in a constant state of self-actualization and must be provided with opportunities for continued growth. The need for such provisions was reiterated by Fattu (1969) when he stated: "Staff competency is not a matter of initial capability, because the things you know now will be outdated five years from now. It is a matter of constant learning, of constantly being a student, and of constantly making provisions for new learning opportunities."

Few provisions now exist for the growth of special education teachers. It will be imperative that personnel emerging from the new training model receive training in providing in-service instruction. It also is apparent that the new training model will need to consider strongly internship experiences as an integral component of the training program. Provisions for continued association with graduates of the new training model also will need careful exploration.

PPBS - Planning, Programming, Budgeting System:

In developing the Elementary Training Models the submitting agencies made use of the Planning, Programming, Budgeting System which originated in the Department of Defense. The planning aspect of this system is the process of clearly defining what is to be accomplished. The programming phase is the process of determining ways to meet the prescribed plans. It is recommended that a program provide at least

three ways to meet a prescribed objective. Lastly, each choice within the program must be put on a cost basis in terms of dollars, personnel, and time. The PPBS procedure is becoming an integral part of planning procedures in higher education. Thus, the procedure should be considered carefully in the development of any new training model.

Training Modules:

All Elementary Training Models incorporated modules representing packaged alternatives programmed to meet a prescribed objective. Each module or planned instructional episode may take several hours to several months to complete. The model developed by Michigan State has made the most extensive use of modular organization. Their model incorporated more than 2,700 modules. Each module contained the intended learning experience, the purposes the experience was designed to serve, suggested evaluation procedures, and a set of logistical recommendations for management of the program.

While the development of a training program on a modular base does not exclude some coursework, perhaps of a traditional nature, it facilitates and strongly encourages independent study. Each independent study module must include a behavioral objective, relevant material, a pre-test, procedure choices based on pre-test evaluation, and a final performance test. Nearly all programs advised against the exclusive use of independent study because regular coursework, occasional lectures, and seminar experiences are important adjuncts to any training program.

The training model being formulated should make extensive use of modules and independent study. Because the program will possess a non-degree option and have enrollees representing a wide range of experience and prior preparation, it is essential that experiences be clearly delineated and documented. The research staff will want to continue its contact with the ComField project (Northwest Regional Laboratory), Michigan State, and Florida State because these programs have made the greatest use of modular scheduling. It should be noted that since all three of these projects have been funded for Phase II they may direct studies concerned with the development, implementation, and operation of their respective model teacher training programs.* Thus, these particular programs represent a valuable resource for expertise in the area of modular development and scheduling.

Advisement:

Modular scheduling, independent study, emphasis on field experiences, etc., are going to place heavy demands on staff resources for advisement. The most progressive solution to this problem was proposed by Teachers College, Columbia University, who suggested that students enrolled in its model program be organized into panels of 12, constituting a Demo-

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* Other institutions receiving Phase II funding are Syracuse, Georgia, Massachusetts, Toledo, and Wisconsin.

cratic Inquiry Group. Each group is assisted by a faculty member who serves only as a seminar leader. The membership of the inquiry group remains throughout the entire program. The group members, who attempt to educate themselves, provide feedback to each other regarding individual performance in various aspects of the program. Each Democratic Inquiry Group elects representatives who serve on faculty-administration steering committees to provide continuous sources of input for evaluation and revision of program components.

This approach to advisement could prove to be an effective mechanism for the training program under development. It would appear that graduate students enrolled in such a program would possess greater experience, maturity, and goal-directed behavior than would the individuals under consideration in the model from Teachers College, Columbia University. Thus, aspects of this approach certainly merit continued exploration.

Consortium Training:

Two funded Comprehensive Elementary Teacher Education Models were submitted by agencies representing extensive consortia. Both models have been funded for Phase I and Phase II. The ComField Model submitted by the Northwest Regional Educational Laboratory represents a consortium of 26 colleges and universities, five state departments of education (Oregon, Idaho, Montana, Washington, and Alaska) and the Northwest Regional Educational Laboratory. The other model, submitted by the University of Toledo, represents the efforts of the University of Toledo and 11 other state universities.

The climate in higher education is warming up to cooperative endeavors. A model with the specificity such as the one under current development cannot reach full maturity and potential on the limited resources of any single institution of higher education. When the project reaches the stage of specific training module formulation, it will be necessary to profit from resources outside the University of Missouri.

The previous discussion has attempted to present a brief summary of the New Models in Elementary Teacher Education and their relevance for the developing project. It is worth noting some of the criticisms that have been leveled at the New Models in terms of their deficiencies (Clark, 1969). Five are particularly relevant to our efforts.

(1) The New Models did not give enough attention to performance criteria. Thus, evaluation both at pre-test and post-test levels was severely crippled.

(2) The New Models made little provision for maintaining contact with graduates. Certainly follow-up data represent the ultimate criteria for determining the merit of any training program.

(3) Little provision had been made by the New Models for the re-

training of teacher educators. Personnel capabilities will largely determine the effectiveness of such innovative endeavors.

(4) Few New Models made adequate reference to the purposes of education at the elementary level. In other words, the training models were without an identifiable starting place.

(5) Few New Models made sufficient provisions for student involvement. Students should have the opportunity to provide continuous feedback regarding the program's effectiveness. Mechanisms to facilitate such student response must be established.

The training program to prepare special education curriculum personnel can profit extensively from its exploration of the strengths and weaknesses displayed by the Comprehensive Elementary Teacher Education Models. As indicated previously, eight models have been funded for Phase II, thus insuring further development and exploration. The project staff will maintain close surveillance of their continued activities.

Part IV. Administrative Perspectives

Basic principles of school administration are reviewed relative to contemporary views on school organization. Implications for the role of a curriculum consultant in special education are discussed. One must have knowledge of educational administration, school organization, and personnel services to discuss the role and functions of special education curriculum consultants. Basic to the investigation of a proposed special education curriculum consultant's position is an understanding of the usual hierarchy of administrative and school personnel. A study of common personnel structures provides direction in determining the place of curriculum consultants in the organizational pattern of schools. A knowledge of the tasks of curriculum specialists now serving regular education is crucial to a study of the special education consultant's functions.

School administration, the roles of personnel who perform curriculum and instruction functions, and innovative patterns of school organization are discussed in the next section.

School Administration:

The central purpose of educational administration is the enhancement of teaching and learning. To accomplish this purpose, school administrators are required to discern and influence the development of goals and policies, to establish and coordinate an organization concerned with planning and implementing appropriate programs, and to procure and manage money, resources, and material necessary to support the organization and its program.

The basic operating area for the school administrator is that of curriculum and instruction, those activities in which school workers cooperatively plan, implement, and evaluate a school program. Castetter and Burchell (1967) identified the activities educational leadership utilized to improve instruction:

(1) Helping the school system and its subdivisions to establish goals and subgoals. Education administration should focus upon goals which will bring about optimum conditions for teaching and learning.

(2) Developing an organizational structure conducive to the attainment of goals. At the central office level, the task is that of formulating general organizational goals for broad approval. At the attendance unit level (individual schools) the administrator helps focus the structure by defining the aims of the school and the relationships and objectives of

each position. At this level, plans are needed to provide personnel with a knowledge of the educational program in each school--what is taught and why, what learning experiences are planned for various grade levels, and how children are grouped to facilitate learning.

(3) Utilizing knowledge of the characteristics of human development in planning the educational program. Learning experiences included in the curriculum must consider the variation in growth rates among individuals, the optimum time for presenting instructional activities, and the essential organizational climate.

(4) Focusing the educational program on the development of individual potential. All school personnel must understand what is involved in making provisions for individual differences. Diagnosing, planning for instructional means, and appraising efforts are of prime concern. The educational program will not be the same for all students, even though common values, knowledges, and skills may be part of its content. For various pupils there will be different methods, materials, and experiences.

(5) Planning for balance in the education program. Educational leaders must see that learning experiences provided in schools harmonize with curricular priorities.

(6) Improving the organization of learning experiences. Educational leaders are constantly involved in decisions relating to what is taught in the schools, to whom, by whom, at what time, in what places, and with what methods and materials.

(7) Utilizing methods and materials which will facilitate the teaching-learning process. Developments in grouping for instruction, new tools, and techniques pose choices and create decisions for educational leaders.

(8) Allocating resources in a manner calculated to achieve organizational goals. The budget as the chief instrument for planning and allocating resources has become an important tool for linking resources to objectives.

A recent study (Goldhammer, et al., 1967) recounted interviews with selected school superintendents regarding the problem areas which they perceived to be especially bothersome. A major concern of many superintendents was the development of a curriculum in harmony with the needs of the youth in the community. This concern was presented in the following statement:

> Before they can make significant changes in the curriculum, the superintendents feel that the school districts

> must make greater provisions for a number of things which are now scarce commodities in a school organization. For example, teachers must have more time for planning and study; a greater number of consultation and coordinating services must be secured; material resources must be provided in greater abundance; and every district needs to allocate greater time and money to realistic in-service education programs for all professional personnel (Goldhammer, et al., 1967, pp. 27-28).

This study also identified the selection of adequate curriculum resources and staffs as a large problem for superintendents. Local school districts lacked specialized personnel with product evaluation expertise to select commercially prepared instructional materials.

Also cited was the shortage of qualified staff. In instances in which a resource staff was available, the burdens of administrative details for personnel prevented their exerting a great deal of leadership.

Adminstrative leadership personnel recognize that their major function is to secure the highest quality of teaching and learning. Their perceptions of obstacles to accomplishing these goals indicate the need for specialists knowledgeable of curriculum development.

Organization of Personnel to Fulfill Curriculum and Instruction Functions:

A common plan for the organization of public school instruction is the designation of an Assistant Superintendent for Instruction as a line position having authority on matters pertaining to curriculum and instruction. The major functions of such a position are:

> establishing a system-wide theory of instruction to guide educational operations; maintaining quality control over the instructional program; instituting and regulating organizational mechanisms which serve to interlock the various segments of the educational program; mobilizing and directing staff energy toward attainment of educational goals to which the school system is committed; and directing an on-going, comprehensive program of curriculum improvements (Castetter and Burchell, 1967, p. 34).

These functions are carried out by the Assistant Superintendent for Instruction through his direction of the work of various staff position personnel, commonly referred to as Coordinators for Curriculum or Coordinators for Personnel Services. While the Assistant Superintendent can be characterized as a curriculum strategist, theoretician, or agent for educational change, the Coordinators and Assistant Co-

ordinators can best be described as implementers and expediters.

As one proceeds down the organizational chart (superintendency at the top), he sees that personnel become more specialized in their services and knowledges. They function as specialists in designated instructional areas and perform tasks such as:

> Serve as chairman of meetings which focus on matters pertinent to a specific instructional area.
> Submit recommendations relevant to a given instructional area.
> Assist teachers and principals in making curriculum changes in a particular instructional area.
> Supervise pilot projects and innovative experiments undertaken in a designated instructional area.
> Conduct demonstrations of new teaching methods and techniques.
> Conduct study groups for staff members in order to increase their mastery of content.
> Arrange opportunities for staff members to exchange information about teaching practices which have proved effective.
> Extend help on an individual basis to teachers confronted with instructional problems.
> Help school personnel to keep abreast of developments in an area by preparing digests of research findings, summaries of articles in professional journals, and the like.
> Serve as a resource person to faculty committees at work on curriculum projects in a particular instructional area.
> Participate extensively in the preparation of curriculum guides and course syllabi.
> Maintain an up-to-date sample collection of supplementary materials and instructional aids for examination by school personnel.
> Prepare presentations which orient the board of education and other groups to curriculum changes occurring in designated instructional areas (Castetter and Burchell, 1967, p.37).

The principalship in any attendance unit is the level at which most operating decisions regarding the implementation of an educational program will be made. The teachers also become active participants in the implementation process at this level.

Thus, in most school systems the line of authority for maintaining quality of instruction and curriculum extends from the Superintendency to the Principalship with staff-level personnel serving in intermediary positions as resource specialists to plan and implement the programs in cooperation with personnel at both the central-office level and the attendance unit level.

A study of specialists' duties in regular education reveals their involvement in the improvement of curriculum and instruction. A similar

role and function would be performed by curriculum consultants concerned with exceptional children in the schools.

Innovative Patterns of School Organization:

Certain social, ideological, and technological pressures seem to have implications for educational organizations. Education is seen by many as the primary means through which individuals can accomplish their personal goals. Educators long have held as an ideology, at least at the verbal level, the uniqueness and importance of the individual. Our developing technology is producing the resources by which meaningful individualization of learning can become a reality.

Certain forces in American society are influencing the school organization reshaping. The nation is concerned about the utilization of talent demonstrated by the recent concern which has been focused on the problems of the educationally disadvantaged. Development of new curricula in mathematics and science and new technologies and media for instruction are having impact. The rapid growth of the school population calls for new and more efficient ways to utilize the skills of teachers. This climate seems to provide a readiness in the schools for organizational change.

The adaptation of instruction in the direction of increased attention to the interests, needs, and abilities of individual students will necessitate: (1) the use of advanced technology, such as computers; (2) the development of task specialization among instructional and supervisory personnel; (3) some decentralization of authority and responsibility within the organization and a shift in the focus of many decisions from individuals to groups; (4) the implementation of management information systems and planning procedures; (5) the use of behavioral objectives and the development of materials, processes, and arrangements by which those objectives might be achieved; and (6) some dependable and meaningful methods of assessing the outcomes of the instructional program.

Abbott and Eidell (1970) have forecast the implications of a focus on the individual:

> A substantial increase in the individualization of instruction will require a shift in the locus of instructional decisions from supervisory and administrative personnel to instructional personnel. This does not mean, however, increased independence for teachers. On the contrary, it implies increased interdependence of specialized personnel as they use vastly increased amounts of information. Thus, both planning for instruction and instruction itself will call for the cooperative and collaborative efforts of a variety of persons, each possessing specialized competencies, knowledge, and skills. (p.64).

Evidence that educational leaders are seeking answers to these educational problems and societal forces can be found in organizational plans such as nongrading, team teaching, and dual progress plans now being researched. To what extent the new organizational plans will gain wide acceptance in America's schools cannot be predicted. Certainly there are good reasons for predicting that the conventional graded system will not survive the current tide of change in school organization. There is almost universal interest in having schools provide for the individual differences defining the atypical child, and in adapting the curriculum to his needs.

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CHAPTER III

STATEMENT OF PROBLEM AND PROCEDURES EMPLOYED IN COMPETENCY STUDY

Phase I was devoted to planning and operationalizing the project structure and to conducting a study of competencies relative to the role of a curriculum consultant. This chapter will delineate the problems investigated and the procedures employed in carrying out this competency study.

Statement of Problem

The purpose of the competency study was to identify competencies essential to the successful performance of a curriculum consultant responsible for providing leadership in educational programming for exceptional children. The identification of competencies is essential to the development of an empirical base for determining a curriculum for the performance-based training program to be developed in Phase II.

The following questions were investigated:

1. What specific competencies are perceived by school personnel as being important to the role of a curriculum consultant?
2. Do various school personnel differ in their perceptions of the role of a curriculum consultant, i.e., superintendents, curriculum consultants, principals, psychologists, speech and hearing clinicians, directors of special education, special education consultants, regular elementary teachers, and special education teachers?
3. What competencies appear interrelated in terms of their function and in reference to the context in which that function is carried out?
4. What is the relative importance of the various competencies? Does relative importance vary as a function of professional position?
5. Which competencies appear most amenable to development through on-campus activities and which through field experiences?
6. Does size of school district affect perceptions of the role of a curriculum consultant?

Generation of a Competency Item Pool

Two techniques were employed in developing an initial pool of competency statements. First, 30 educators employed in administrative or

instructional positions in Iowa, Kansas, and Missouri were interviewed. Second, an extensive review of the literature from general education, special education, and industry was undertaken. Specific attention was given to: (1) consultant functions independent of professional affiliation, (2) educational consultant functions, (3) special education support service functions, and (4) the literature pertaining to performance-based training models.

Interview Procedures

The interviewees were six special class teachers employed by local districts, six district level special education administrators, three intermediate district level administrators, two state agency administrators, two district level special education consultants, three intermediate district special education consultants, and six Instructional Materials Center consultants. The interviews were informal but structured into four stages: (1) establishing rapport, (2) preliminary structuring, (3) introduction to project, and (4) selection of competency statements. Appendix A details a description of each stage. All interviews were recorded via audio tape. After each session these tapes were analyzed for competency statements and discussed by the project staff.

Review of Literature

Literature searches were initiated through the ERIC system. Projects relevant to the broad spectrum of consultive functions and curriculum development were reviewed and a supportive library search using a variety of indexes followed. An extensive annotated bibliography was compiled and a position paper based on selected sources was written. Additional competency statements were generated by reviewers as part of the review process.

Organization of Item Pool

Competency Organization and Generation Model

As a means of organizing the identified competency statements and assessing representativeness of items, a model was designed to serve as a frame of reference. The three dimensional model (Figure 2) required that the major functions of a curriculum consultant be viewed from the perspective of the skills required to fulfill the function as well as the different situations in which those functions might be carried out. Each competency generated from the interviews and literature search was written as a performance statement and assigned to the appropriate cell in the model.

Areas of Responsibility

The variables listed under this domain reflect the general areas in which it was assumed that curriculum consultants would commit their energies. These areas were not viewed exclusively as areas of knowledge

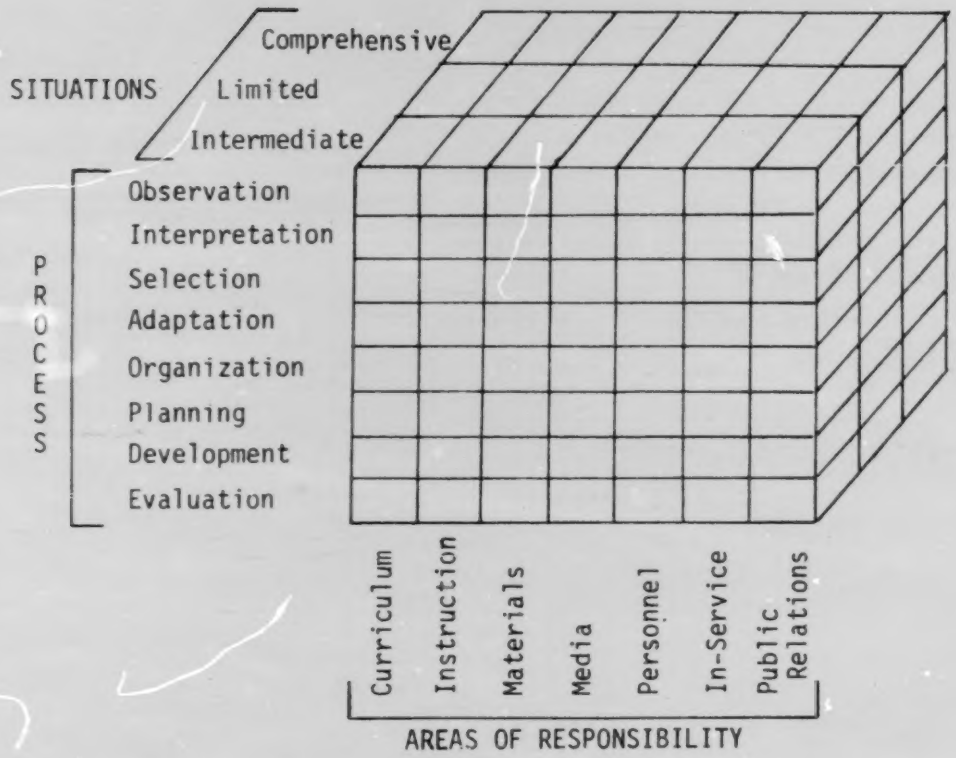

Figure 2. Competency organization and generation model.

or areas of performance. In some cases, knowledge would be sufficient for the consultant to fulfill his role expectation; in others, he must be able to demonstrate his knowledge through performance. For example, it may be important for him to be knowledgeable of certain learning theories but not essential for him to be able to demonstrate how they apply in the classroom. In an area such as curriculum development, in addition to knowing about curricular theory, it would be necessary for him to be skilled in directing curriculum projects.

(a) Curriculum: The emphasis in this area includes primary responsibilities for developing curriculum. Pertinent are competencies relative to working with other personnel in making decisions on content, developing procedures for implementation, assessing what is currently being done, and orienting teachers and adminstrators to the necessity of investing in curriculum for exceptional children.

(b) Instruction: The instructional area entails teaching methods, classroom management, techniques for structuring the classroom milieu, and significant didactic interactions of pupil-teacher, pupil-pupil, pupil-material, and pupil-environment.

(c) Materials: The utilization of materials most effective for attaining the objectives of the curriculum is the basic feature in this area. This necessitates knowledge of available materials as well as familiarity with the intended uses of these materials relative to learner characteristics and curriculum content.

(d) Media: For purposes of this model, media has been limited to modes other than print for presenting instruction to learners individually and in groups. Also included are technologies in the form of CAI, teaching machines, and video taping.

(e) Personnel: The major resource available to a person fulfilling the role of curriculum consultant is represented in the knowledge and skills possessed by other personnel. Much of his effectiveness will depend on his ability to communicate with colleagues, identify persons with relevant skills, and structure situations which engage staff in curriculum development activities.

(f) In-service: In-service is defined as a change agent role in upgrading the curriculum development skills of the staff and involves the employment of in-service training as a means of implementing curriculum changes.

(g) Public Relations: Public relations identifies those functions related to communication within and outside the school. It implies both dissemination and salesmanship.

Situations

The specific competencies required for a curriculum consultant to function effectively may depend on the particular situation in which he

works. For example, a program which is comprehensive and which employs well-designed curricula may make different demands on a consultant than a program which has neither structured curriculum nor sufficient resources to develop curriculum. The organizational structure of the employing school agency could introduce another set of situational variables, e.g. urban school districts differ in structure from intermediate school districts. The latter situation might result in consultation service to several independent districts but no direct service to children.

Situational variables may dictate the need for alternative competencies to accomplish some specific task in different settings. Consequently, the process of generating potential competencies must consider situational variables. These variables could be extended to include other settings, such as the University, Instructional Material Center, and Child Study Centers. The focus in this project is currently on the school with some consideration of these peripheral settings.

(a) Comprehensive (Local) Program: This level refers to programs which offer an array of special education services. In general, financial and manpower resources are available for curriculum development.

(b) Limited (Local) Program: This level is characterized by insufficient special education services and/or limited financial resources. There is a general lack of activity in curriculum development for exceptional children.

(c) Intermediate District: While there may be qualitative differences in this type of program, the major difference is in relation to the organizational structure. An intermediate district typically requires the consultant to work with teachers employed by several local school districts. Under these conditions, the consultant has less control of resources and must be capable of giving leadership to several autonomous local programs.

Process-Skills

The processes specified reflect generic skills applicable to most functions of a curriculum consultant but are by no means unique to this position. Each process is viewed as a possible determinant for competencies within the realm of each area of responsibility.

(a) Observation: Pertains to the skill of observing the behavior of others and recording appropriate data.

(b) Interpretation: Involves drawing conclusions from the meanings of events, statements, actions, and materials.

(c) Selection: Refers to identifying tasks, events, products, and processes relative to specific criteria.

(d) Adaptation: Refers to modifying material or procedures to meet

the requirements of a given situation.

(e) Organization: Pertains to skills relative to management, establishing procedures, and structuring tasks.

(f) Planning: Relates to the process of making decisions and formulating criteria.

(g) Development: Involves responsibility for carrying out specific steps leading to the constitution of a project or an operational process.

(h) Evaluation: Pertains to assessing processes, products, and events.

The model served a useful purpose in organizing the universe of competency statements. It also served as a guide to staff members in broadening the spectrum to include competencies which vary from being tangential in nature to those which have direct application to the role of a curriculum consultant.

After the competency statements were categorized according to the Competency Organization and Generation Model, the number of competencies to be included in the pilot study was reduced from 400 to 150 statements. Decisions regarding redundancy and relevancy were made by project staff on the basis of their own experience and advisement from qualified consultants and the Advisory Board.

Pilot Study Procedures

The purpose of the pilot study was to refine the survey procedures used and to identify problems related to the competency statements. An attempt was made to write each statement at a uniform level of specificity. Attention also was given to including competencies in the pilot study representative of the original universe of items.

Instrument Design

The pilot study instrument was comprised of the 150 competency statements. The instructions included a descriptive definition of a curriculum consultant. Respondents were asked to rate each competency statement on Importance and Trainability. The instructions were stated as follows:

Importance

> Rate each competency according to its importance in carrying out the role of a curriculum consultant as described above. Consider the program in which you work as the setting in which this person would be serving. Using a soft-leaded pencil mark your rating of the importance of each item according to

the following criteria:

Column 0 = Very important
Column 1 = Moderately important
Column 2 = Slightly important
Column 3 = Somewhat unimportant
Column 4 = Definitely unimportant

Trainability

Trainability refers to the manner in which a particular competency is developed. Certain competencies are best developed within the framework of on-campus college curricula. Other competencies are best developed through an apprenticeship or on-the-job training and experience. Still other competencies may be looked upon as not susceptible to development through formal education or job experience but are primarily a matter of self-growth and personal maturity. Using a soft-leaded pencil mark your rating of the trainability of each item according to the following criteria:

Column 7 = Best developed through on-campus curricula
Column 8 = Best developed through on-the-job training and experience.
Column 9 = Not amenable to training; a matter of self-growth and personal maturity.

Descriptive data regarding name, position, age, sex, training, teaching experience, certification, and school district organization were obtained on each subject (see Appendix B for a copy of the pilot study instrument). The instrument was printed on Digitek Optical Scanning paper to facilitate the transformation of data from the instrument to tape for processing.

A supplemental form soliciting specific comments and suggestions on individual items was attached to the questionnaire. Respondents were asked to address their comments to items needing revision and to the comprehensiveness of the total instrument.

Selection of Subjects

One hundred and twenty-five professional staff members from four school districts were selected as subjects for the pilot study. The districts were selected because they operated programs for most types of exceptional children but did not employ a person whose responsibilities approximate the role definition of a curriculum consultant as described for this project. The K-12 enrollment of the four districts ranged from 7,380 to 23,212. See Table 1 for descriptive data on the districts.

Guidelines were provided the Special Education Director of each district relative to the selection and desired number of subjects per category. A total of 125 subjects was selected. Ninety-one question-

Table 1

Description of Pilot Study School Districts

Variable	District A	District B	District C	District D
K-12 Enrollment	8,204	7,380	23,212	17,399
Community Population	32,366	34,719	104,839	72,691
Number of Professional Personnel	432	681	1,031	765
Number of Special Education Personnel	27	42	43	40

naires were returned for a return rate of 72%. Table 2 presents a breakdown of the responses by the number of questionnaires distributed and returned.

Pilot Study Data Collection Procedure

The Special Education Directors in the four districts served as contact persons for the pilot study. They selected the subjects according to the guidelines provided and were responsible for distributing the questionnaires. Addressed return envelopes were included with each questionnaire so responses could be mailed directly to the project office. Due to time limitations, only one follow-up procedure was employed. Information regarding the number of returns on the deadline date was provided each director. He in turn was advised to send a memo to the subject in his district asking him to complete the questionnaire if he had not done so. Each questionnaire was reviewed for completeness and correctness in following the instructions and then prepared for analysis.

Analysis

The analyses of data from the pilot study were restricted to descriptive statistics on consensus and interpretation of feedback regarding specific items. No tests of statistical significance between subgroups were applied.

Table 2

Pilot Study Instrument Distribution and Return by Position and District

Position	District A		District B		District C		District D	
	Sent	Recd.	Sent	Recd.	Sent	Recd.	Sent	Recd.
Superintendent	1	0	1	0	1	1	1	0
Curriculum Consultant	1	0	1	1	1	2	2	1
Principal	2	2	2	2	2	3	2	2
Psychologist	2	0	3	2	2	1	2	2
Speech Clinician	1	0	5	5	2	2	5	5
Hearing Clinician	1	0	1	1	1	0	0	0
Regular Elementary Teacher	4	2	5	1	4	3	4	4
Director of Special Education	1	1	1	1	1	1	1	0
Special Education Consultant	0	0	1	1	*	0	2	1
Special Education Teacher	7	4	20	3	*	6	21	15
Not Determined		2		0		1		5
Total	20	11	40	17	25	20	40	35

* Requested that the questionnaire be distributed to every Special Education Consultant in this district and that the balance of the questionnaires be distributed to Special Education Teachers.

Importance Dimension

The mean, standard deviation, and variance for the importance ratings were calculated for each item. Lower mean values represented greater importance. Out of a possible range of 0 to 4, the range of means was 0.17 to 1.58. The variance for each item was used as a measure of consensus. Lower variances represented greater agreement among respondents. The observed range of variances was 0.17 to 1.71.

As shown in Table 3, the mean importance ratings on 19 items (12.7%) was 0.49 or below and thus within the Very Important category. One hundred twenty-nine items (86%) had mean ratings of 0.50 to 1.49. The weighted averages of these items were within the Moderately Important category. The remaining two items (1.3%) received mean ratings of 1.56 and 1.58 which placed them in the Slightly Important category.

Table 3

Distribution of Items by Mean Importance Scores

Category	Mathematical Limits of Categories	Frequency	Percent
Very Important	0 - 0.49	19	12.7
Moderately Important	0.50 - 1.49	129	86.0
Slightly Important	1.50 - 2.49	2	1.3
Somewhat Unimportant	2.50 - 3.49	0	0
Definitely Unimportant	3.50 - 4.00	0	0

On 66 items (44%), at least 50% of the responses were in the Very Important category. The remaining 84 items were placed in other categories, but for no item did a category other than Very Important obtain as much as 50% of the responses.

Trainability Dimension

The data from the trainability dimension were looked at in two ways. Responses first were analyzed to determine the predominant category for each item. The binomial test (Siegel, 1956, p.40) was used to determine dependence in a two-category distribution:

$$z = \frac{x - y}{\sqrt{N/4}}, \qquad \text{where:}$$

x = the number of responses in the category which received the largest number of responses;
y = the number of responses in the category which received the second largest number of responses;
and N = x + y

A *z*-score greater than or equal to 1.65 (the .05 level of confidence) was used as the criterion for establishing the number of responses in the largest category as significantly greater than the number of responses in the second-largest category. Using this criterion, 25 competencies (16.7%) were rated as being preferably developed through on-campus course work; 92 competencies (61.3%) were judged as being preferably developed through on-the-job training and experience; 5 competencies (3.3%) were seen as not being amenable to training, rather a matter of self-growth and maturity. Twenty-eight items (18.7%) did not meet the criterion established for consensus; that is, no single category could be determined as being predominant.

The second analysis performed on the trainability dimension was to determine any relationship between the degree of importance attributed to a competency and the trainability category assigned to it. The competency items were rank-ordered by their mean importance scores and divided by a median split into a higher importance group and a lower importance group. Table 4 illustrates the relationship of competency items by degrees of importance to trainability.

Table 4

Distribution of Items by Trainability Categories and Two Levels of Importance

Level of Importance	Trainability						
	OC	JT	SG	OC and JT	OC and SG	JT and SG	OC, JT, and SG
Higher Importance	7	51	5	8	1	2	1
Lower Importance	18	41	0	14	0	2	0
Totals	25	92	5	22	1	4	1

The results suggest that:

(1) Of those competencies for which ratings were predominantly in the On-Campus category, there were considerably more in the lower importance group than in the higher importance group.

(2) Of those competencies for which ratings were predominantly in the Job-Training category, there were considerably more in the higher importance group.

(3) All competencies for which ratings were predominantly in the Self-Growth category were in the higher importance group.

(4) Of those competencies for which On-Campus and Job-Training were both selected more often than Self-Growth, there were considerably more in the lower importance group.

Subjective Feedback

The narrative comments supplied by respondents proved exceedingly helpful in making decisions on items in need of revision or deletion. The item revisions included:

(a) The rewording of 33 competency statements to make them more precise.

(b) The elimination of 23 items redundant of other items rated more important with a greater degree of consensus.

(c) The combination of 47 items with similar content and somewhat similar importance and trainability ratings.

The instructions and demographic variables also were revised in accordance with the suggestions received from respondents. See Appendix B for a listing of the categories within which comments were solicited.

The major format change resulting from the pilot study was the inclusion of the curriculum consultant definition at the top of each page containing competency statements. The original form included the definition only on the instructions page.

Competency Study Procedures

The competency study was comprised of two parts. The first part involved a replication of the pilot study using the revised instrument and a larger, more representative sample to obtain data on the importance and trainability of the competencies. The second part related to the clustering of competencies for the development of modules.

Data Collection Procedures for Phase I: Competency Item Analysis

The procedures used to generate and validate competency statements during the pilot study were basic to this more comprehensive study. The reader is encouraged to read the previous section of this chapter before proceeding with the discussion of the comprehensive study.

Instrumentation

The final instrument was comprised of 100 competency statements. Each respondent was asked to rate all items on the dimensions of Importance and Trainability. Specific personal and demographic data were collected on respondents and school districts participating in the study. The instrument was printed on Digitek Optical Scanning paper. Subjects recorded their responses directly on the questionnaire pages containing the items rather than on separate answer sheets.

Because the instrument is basic to the training curriculum which ultimately will evolve from this project, a photo copy of the instrument is included (see Appendix C).

Sample Selection Procedures

The geographic area from which subjects were selected was an 11-state area including Arkansas, Illinois, Iowa, Kansas, Kentucky, Missouri, Minnesota, Nebraska, Oklahoma, Tennessee, and Wisconsin. These states were selected because, in the judgment of the project staff, they represent those states from which the trainees will most likely come.

School districts having an enrollment of 5,000 or more as reported by the United States Office of Education (Sietsema & Mongello, 1970) for the 1969-70 school year were included in the population. Districts with smaller enrollments were eliminated because of the improbability of such districts employing a curriculum consultant as defined in this study. To accommodate the perspectives of smaller districts, intermediate or cooperative units from the four states in the region which operate intermediate systems were sampled.

Table 5 illustrates the number of districts per enrollment category in the United States, the 11 selected states, and the number of districts selected for inclusion in the sample.

Using the ratio of 1:3:6 reflected in Table 5, twenty school districts were selected randomly. The selection resulted in 2 districts chosen from the 25,000+ category, 6 from the 10,000 to 24,999 category, and 12 from the 5,000 to 9,999 category. Because the organizational structure of the intermediate concept varied according to each of the four states within the region, it was decided to select randomly one intermediate unit from each of the four states rather than from the total region.

Table 6 contains a list of the local and intermediate districts randomly selected for participation in the study.

Table 5

Distribution of School Districts by Enrollment Size

Enrollment Size	Number of Districts in the United States	Districts in the Eleven Selected States	Number of Districts Sampled
25,000+ Enrollment	180	31	2
10,000 - 24,999	538	80	6
5,000 - 9,999	1,097	196	12

Extensive demographic data were collected on each sample unit. A copy of the forms used in this procedure appears in Appendix D.

The superintendent of each district or intermediate unit was contacted by phone or in person depending on his participation in the study. Where necessary, directors of research also were consulted. The superintendents were asked to name a contact person. Where possible, this individual was the Director of Special Education, the Assistant Superintendent, or the Director of Instruction.

The actual selection of subjects by position within each sample unit was made by the contact person. Three types of guidelines were provided each contact person: (1) description of positions, (2) selection procedures, and (3) recommended numbers per position. (See Appendix E for a copy of these guidelines.)

Description of Positions

The following descriptive statements were used to define the positions to be included in the sample:

Superintendent: The Superintendent, or an Associate or Assistant Superintendent in charge of instruction.

Curriculum Consultant or Coordinator: A central staff member, below the level of the superintendency, whose activities deal with curriculum and instruction. A coordinator or consultant serving the entire school system or a portion of the school system larger than a single school. A specialist in a designated instructional area, e.g., Reading Consultant.

Psychologist: Psychologist or psychometrist who is responsible for providing psychological services to pupils, including the administration and interpretation of psychological tests.

Table 6

Name and Location of School Districts Selected

Enrollment Size	District Name	Location of District
Intermediate	Joint County School System	Johnson, Linn, and Washington Counties, Cedar Rapids, Iowa
	Educational Research and Development Council	Willmar, Minnesota
	Special Education Association of Adams County	Quincy, Illinois
	Cooperative Education Service Agency #6	Chippewa Falls, Wisconsin
25,000+	Peoria Public Schools, District #150	Peoria, Illinois
	Knoxville City Schools	Knoxville, Tennessee
10,000 - 24,999	Enid Public Schools	Enid, Oklahoma
	Consolidated School District #1	Hickman Mills, Missouri
	Community Unit School District #300	Carpentersville, Illinois
	Clarksville-Montgomery County Schools	Clarksville, Tennessee
	Roseville Area Schools	St. Paul, Minnesota
	Columbia Public Schools	Columbia, Missouri

Table 6 (Continued)

Name and Location of School Districts Selected

Enrollment Size	District Name	Location of District
5,000 - 9,999	Reorganized School District #7	Lee's Summit, Missouri
	Special District #6	South St. Paul, Minnesota
	Derby Unified School District #260	Derby, Kansas
	Winona Public Schools	Winona, Minnesota
	Ottumwa Community Schools	Ottumwa, Iowa
	Bradley County School District	Cleveland, Tennessee
	Hardemann County School District	Bolivar, Tennessee
	Lawrence County School District	Lawrenceburg, Tennessee
	Ames Community School District	Ames, Iowa
	Aurora (East) School District	Aurora, Illinois
	LaCrosse Area Public Schools	LaCrosse, Wisconsin
	Joplin R-8 School District	Joplin, Missouri

Speech and/or Hearing Clinician: Clinician, therapist, or pathologist for speech and/or hearing problems who provides individual or small group instruction to children on an itinerant basis, i.e., does not have full-time responsibility for a classroom.

Principal: Building principal or assistant principal for an elementary school (no higher than grade 8). Does not include teaching principals unless they are in charge of schools of four or more classrooms. Presence or absence of Special Education classes in their buildings is not a factor.

Director of Special Education: The staff member who has the major responsibility in the district for coordinating and supervising the Special Education program of the school system. (The position titles of this person may vary by districts.)

Special Education Consultant: A staff member who works under the direction of a Director of Special Education and who deals with the curriculum and instructional aspects of one or more areas of exceptionality, e.g., Consultant for Mental Retardation. Does not provide direct service to children.

Elementary Classroom Teacher: A full-time teacher of a classroom for elementary school children (grades K through 8). May be ungraded or multi-grade classrooms. Must not be considered as a special education classroom. The teacher must be certified. Presence or absence of Special Education classes in the school is not a factor.

Special Education Classroom Teacher: A teacher of a classroom specifically designated as serving some category of exceptional children. Such classrooms may be from pre-primary level through secondary school programs. The classroom may be designated as being for the mentally retarded, emotionally disturbed, deaf or hard of hearing, blind or visually handicapped, orthopedically handicapped, multiply handicapped, hospitalized or home bound, socially maladjusted, brain injured, or specific learning disabilities. Do not include teachers who are primarily resource room teachers or itinerant teachers. Certification status should not be a limiting factor.

Table 7 presents a breakdown of the subject sample by position and type of district according to the number of questionnaires distributed and received.

Descriptive data on sex, age, level of education attained, and total years professional experience are reported in Table 8.

Analysis Procedures

Means and standard deviations were calculated for the total sample of 587 subjects as well as for each of the nine subgroups (respondent

Table 7

Questionnaire Distribution and Return by Position and Size of District

Position	Size of District							
	Inter-mediate		25,000+		10,000 - 24,999		5,000 - 9,999	
	Sent	Recd.	Sent	Recd.	Sent	Recd.	Sent	Recd.
Superintendent	0	0	2	1	6	3	13	13
Psychologist	8	5	2	2	5	3	10	9
Principal	0	0	4	3	12	10	37	33
Curriculum Consultant	0	0	2	2	6	2	11	8
Speech and/or Hearing Clinician	11	8	5	5	16	11	27	23
Special Education Consultant	15	8	3	2	3	3	3	3
Director of Special Education	4	4	2	2	6	5	9	8
Special Education Teacher	82	61	30	29	93	76	123	106
Regular Elementary Teacher	0	0	10	9	33	24	127	106
Total	120	86	60	55	180	137	360	309

Table 8

Sex, Age, Level of Education Attained, and Total Years of Professional Experience of Respondents by Position

Variable	Position of Respondent									Total
	Supt.	Psych.	Prin.	Curr. Cons.	Speech and Hear. Clin.	Spec. Educ. Cons.	Dir. of Spec. Educ.	Spec. Educ. Tchr.	Reg. Elem. Tchr.	
SEX										
Male	17	12	39	5	6	6	15	56	24	180
Female	0	7	7	7	41	10	4	216	115	407
AGE										
24 or less	0	0	0	0	15	1	0	45	17	78
25 - 29	0	5	3	1	13	1	1	39	22	85
30 - 39	3	7	15	4	6	5	6	57	27	130
40 - 49	4	5	13	3	8	6	7	43	22	111
50 - 59	7	2	9	1	3	2	3	61	30	118
60 - 65	3	0	4	3	2	1	2	21	21	57
66+	0	0	2	0	0	0	0	6	0	8
EDUCATION										
<BA	0	0	1	0	1	0	0	16	16	34
BA	0	0	4	0	9	0	0	44	26	83
BA+	0	1	5	0	18	0	1	121	66	212
MA	3	2	6	1	10	5	1	30	16	74
MA+	4	9	25	9	9	10	12	49	13	140
6th year	5	2	5	0	0	1	1	5	2	21
Doctorate	5	5	0	2	0	0	4	2	0	18
TOTAL YEARS PROFESSIONAL EXPERIENCE										
None-NA	0	0	0	0	2	1	0	0	1	4
1 - 2	0	2	0	0	10	1	1	39	13	66
3 - 5	0	4	4	0	17	0	1	58	26	110
6 - 10	0	7	12	1	4	4	3	44	27	102
11 - 15	2	1	4	1	3	5	4	45	16	81
16 - 20	3	1	9	2	2	4	2	30	17	70
21+	12	4	16	7	8	1	8	51	39	146

positions). Additional subgroups also were structured as follows: (1) administrator types: superintendents, principals, and directors of special education, and (2) teacher types: regular and special education teachers. Means and standard deviations were computed for these restructured groups.

Items were rank ordered by importance for the total sample, subgroups by positions, administrator types, and teacher types. The Kendall coefficient of concordance *W* (Siegel, 1956, p. 229) was applied as a measure of association among the various sub-groups on the basis of rank ordering.

To determine significant differences, *t* tests were calculated for the following sub-group comparisons on each competency item: (1) administrator types and curriculum consultants, (2) special education consultants and curriculum consultants, (3) curriculum consultants and teacher types, and (4) teacher types and administrator types.

The trainability ratings were analyzed using the Binomial test described by Siegel (1956, p. 40) to test for dependence in a two-category distribution.

Data Collection Procedures for Phase II: Cluster Analysis

Based on the review of literature and the interviews conducted during the process of generating competency statements, the project staff identified five functions which appeared to be central to the role of a consultant. It also was felt that these functions were generic to at least five contexts. The functions and contexts are illustrated in Figure 3.

Figure 3 was used as a model for clustering of competency statements. Seven judges with expertise in curriculum development were selected to apply a modified *Q*-sort technique to cluster the 100 competencies. The judges included three professors of special education, one professor of curriculum development from regular education, and three special education consultants from the field. The specific instructions provided the judges are included in Appendix F.

The categories of the Function Dimension were defined as follows:

Evaluating: Those items which involve exploring current conditions, identifying problems, analyzing processes and programs.

Developing: Those items which involve developing policies, products or programs, organizing and directing programs or processes, translating information into useable form, adapting knowledges into practices.

Training: Those items relating to planned activities or procedures aimed at developing particular skills and/or understandings on the part of others.

Advising: Those items relating to assisting persons by providing information, demonstrating, and sharing of ideas intended

FUNCTIONS	CONTEXTS: Curriculum	Instruction	Materials and Media	Communication Processes	Support Systems
Evaluating					
Developing					
Training					
Advising					
Serving as Liaison					

Figure 3. Function and context matrix.

to help in decision making, the solution of a particular problem, or the improvement of a particular practice.

Serving as Liaison: Those items relating to assisting in communication between groups and securing support and assistance from others.

The categories for the Context Dimension were defined as follows:

Curriculum: Those items which relate to the identification, evaluation, and sequencing of curriculum content, plus those which pertain to the process of curriculum development.

Instruction: Those items which relate to teaching methods, techniques, classroom interactions, pupil performance, and classroom management.

Materials and Media: Those items pertaining to teaching materials, audiovisual equipment and technologies for instruction.

Communication Processes: Those items which primarily focus on the interaction between professional groups, interpersonal and intrapersonal relations, communications beyond the school district, structures of groups.

Support Systems: Those items which are concerned with establishing resources and policies relevant to educational programs, e.g., research support, in-service training, better facilities, consultant services, etc.

One item was placed in a cluster if four out of the seven judges placed it in a particular cell. In the case of the function/context cell, an item was required to receive four or more votes for a particular function as well as for a particular context. For example, an item placed in the Evaluating/Curriculum cluster received four or more votes in the context dimension of Curriculum and four or more votes in the function dimension of Evaluating. After the clustering process was completed, descriptive statistics were computed for each function cluster, context cluster, and function/context cluster. The following treatments were applied:

(1) Weighted means of importance ratings over all items within each function cluster, context cluster, and function/context cluster were computed.

(2) The competency statements within each cluster were rank ordered on the basis of their importance means.

(3) A rank order based on cluster importance means of the total sample was established for the 20 function/context clusters.

(4) A consensus index for each cluster was computed by summing the number of judgments for the appropriate category and dividing

by the total number of judgments. This resulted in a maximum value of 100% for complete agreement.

(5) Four one-way analyses of variance were conducted on cluster importance means for the following subject groups: (a) total sample, (b) teachers, (c) administrators, and (d) curriculum consultants.

(6) Duncan's new multiple range test (Edwards, 1968, p. 131) was utilized to determine which of the differences among the cluster means were significant.

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CHAPTER IV

RESULTS AND DISCUSSION OF COMPETENCY STUDY

The competency study results are presented in two parts. The data regarding individual competency statements are included in Part I and the data on clusters of competencies are presented in Part II. The purposes of the competency study were: (1) to identify specific competencies perceived by school personnel as important to the effectiveness of a curriculum consultant for exceptional children, and (2) to determine the extent of relationships among competencies which could be capitalized on in the development of instructional modules.

Although the data derived from the competency study support statements regarding the importance of specific competencies and clusters, the perceived differences on the part of various school personnel, and the manner in which competencies should be developed, it is not feasible to discuss all the implications relative to specific competencies. These descriptive data will be used as a primary reference by the project staff in structuring the training model, in developing modules, and in counseling trainees. For example, the importance and trainability ratings given items within clusters will help determine module content. The relative importance of competencies as perceived by the subgroups of school personnel will be important in counseling a trainee on which modules to pursue. For example, if a trainee aspires to work in a large school district in an administrative position with responsibilities for curriculum development in special education, then those modules commensurate with the importance rating of administrators should be given priority. Whereas, if he plans to work as a curriculum consultant in an intermediate unit at a level which brings him into contact with teachers, then the perceptions of teachers become important in planning his program.

The determination of which data to report represents a compromise between what was perceived as essential to decisions regarding the development of modules and results which were observed and considered important additions to the literature but not crucial to project decisions inherent in module development. Because this report has been compiled as a primary reference for the staff, discussion will be limited. For the most part, the descriptive tables are self-explanatory. The major restriction on data discussion is that the implications vary depending on the relationship among competencies selected as a basis for a module. Consequently, interpretation will occur when competencies are selected for inclusion in a module.

Part I. Competency Data by Item

Out of a total of 720 questionnaires distributed, 612 were returned (85%). Of these, 587 (98%) were in useable form and contributed to the data analysis. A questionnaire was not considered if the instrument was mismarked or if the demographic data were omitted. Questionnaires on which respondents failed to respond to particular items were included, accounting for the differential *N*s reported for individual items. Table 9 presents a summary of the number of respondents by position and type of district in which they were employed.

Table 9

Description of Sample by Position and Size of District

Position	Size of District				Row Total
	Inter-mediate	25,000+	10,000-24,999	5,000-9,999	
Superintendent	0	1	3	13	17
Psychologist	5	2	3	9	19
Principal	0	3	10	33	46
Curriculum Consultant	0	2	2	8	12
Speech and/or Hearing Clinician	8	5	11	23	47
Special Education Consultant	8	2	3	3	16
Director of Special Education	4	2	5	8	19
Special Education Teacher	61	29	76	106	272
Regular Elementary Teacher	0	9	24	106	139
Column Total	86	55	137	309	587

The competency items will serve as the basis for decision making in module development. Each competency represents an area of performance or knowledge for which training modules will be designed and incorporated into a training program. To facilitate the design of a training model, it is necessary to structure a system of modules which allows for individualizing programs to both the goals and abilities of trainees. Persons responsible for the training program must be knowledgeable not only of skills essential to a particular role, e.g., curriculum consultant for exceptional children, but familiar also with those situational variables which might alter the expectations of such a role. For example, superintendents and teachers would be consumers of the curriculum consultant service but might vary in their perception of what the consultant should do. Teachers themselves might vary depending on the size of district they are in, the number of other special classes in their buildings, or the comprehensiveness of support service available to them. Data regarding these variables should be accessible to module developers if they are to design modules which are maximally effective and applicable to the situation for which the trainee is preparing himself. While such detailed information is essential to module development, it is not feasible to report data on a particular competency item and discuss how each piece of data will be used in transforming the competency item into an instructional activity and ultimately into a capability on the part of a trainee. Much depends on the relationship of one competency to other competencies. The clustering process reported in Part II constitutes the major step in structuring the data on competency items for use in the development of modules. The data presented on individual items become most meaningful when viewed within the context of a cluster.

In comparing the perceptions of subjects by their employment positions, means and standard deviations were computed for each item according to importance ratings. A five-point scale was used as the criterion for measuring importance. Table 10 reports the rank ordering of the 100 competency items for the total sample by respondents' positions. The Kendall coefficient of concordance W was applied to determine the agreement across positions in rank ordering. The W value of .73 reflects considerable agreement among the respondents when grouped by positions. This agreement, however, pertains only to rank ordering and not to the importance allotted each item by position.

In reviewing Table 10 it is apparent that although there is general agreement among the subjects by positions on rank ordering, there is some variance between certain groups. For example, the rank ordering of competency items by regular and special education teachers varies from the rankings of superintendents, principals, and directors of special education. For this reason, these groups were collapsed into two categories, namely, teachers and administrators. Columns 11 and 12 of Table 10 provide a comparison of these groups on rank ordering.

Tables 11 - 110 contain descriptive data on each item. These tables will serve as a major reference to the module developers as each competency is considered in the module development process. Because of the magnitude of data presented in these tables it was not possible to provide an explanation of each kind of data presented. Thus, the following discussion is included to help the reader interpret the tables:

Table 10

Rank Order of Importance Means by Position of Respondent*

Item No.	Position of Respondent											
	Supt.	Psych.	Prin.	Curr. Cons.	Speech/ Hearing Clin.	Spec. Educ. Cons.	Dir. of Spec. Educ.	Spec. Educ. Tchr.	Reg. Elem. Tchr.	Admin.	Tchr.	Total Sample
Col.1	Col.2	Col.3	Col.4	Col.5	Col.6	Col.7	Col.8	Col.9	Col.10	Col.11	Col.12	Col.13
1	5.5	8	4	39	7	4	11	11	14.5	6	10.5	8
2	2.5	5.5	6	9	3	2	1.5	3	3	3	3	2.5
3	4	10	10	3	6	1	5.5	2	2	7	2	2.5
4	9	3.5	5	9	2	4	1.5	1	1	5	1	1
5	30	3.5	7.5	9	12	4	5.5	8.5	6	9	6.5	7
6	98	78.5	92.5	100	71	72	77	86	91	97	89	89.5
7	30	58.5	61	54.5	50	60	47.5	46.5	62.5	45.5	49.5	47.5
8	88.5	48.5	27.5	54.5	26.5	60	35.5	19	28.5	38	23.5	29.5
9	22	30.5	11	3	24.5	11.5	16	32.5	14.5	12	25.5	22
10	2.5	17.5	1.5	3	4.5	7	5.5	5	4	1	5	5
11	7.5	64.5	9	3	22	26.5	16	26.5	10	10	21	19
12	5.5	73	34	54.5	66	35	35.5	63.5	62.5	22	64.5	57.5
13	22	17.5	16	39	13	39.5	29.5	17.5	28.5	15.5	21	19
14	45.5	48.5	46	54.5	48	21.5	47.5	14	42.5	43.5	23.5	31
15	40.5	53.5	40	79.5	38.5	47	53.5	13	24	38	14.5	23
16	96	83	89.5	96	81.5	72	72	73	79.5	89	75	80
17	15.5	14	48.5	16	16.5	17	16	15	16.5	28	17	15.5
18	7.5	8	1.5	9	14	11.5	3	6	9	3	6.5	6
19	45.5	69	18	65.5	31	39.5	56.5	17.5	13	31	18	24.5
20	86	78.5	43.5	79.5	92	94.5	88.5	84	79.5	74	82	83

* When two or more items were equal in the rank ordering, their rank is reported as a mean of the ranks involved.

Table 10 (Continued)

Rank Order of Importance Means by Position of Respondent*

Item No.	Position of Respondent											
	Supt.	Psych.	Prin.	Curr. Cons.	Speech/ Hearing Clin.	Spec. Educ. Cons.	Dir. of Spec. Educ.	Spec. Educ. Tchr.	Reg. Elem. Tchr.	Admin.	Tchr.	Total Sample
Col.1	Col.2	Col.3	Col.4	Col.5	Col.6	Col.7	Col.8	Col.9	Col.10	Col.11	Col.12	Col.13
21	91.5	89.5	83	91	87.5	98.5	94	91.5	89	90	91.5	92
22	91.5	78.5	64.5	72	81.5	85	96.5	90	83.5	86.5	85	85
23	83	58.5	56.5	65.5	68.5	80	82.5	84	75	74	81	81
24	50.5	64.5	69	54.5	38.5	47	82.5	39.5	77.5	74	54.5	53
25	30	48.5	52	25.5	57.5	43	60.5	56.5	59.5	48.5	58	54.5
26	40.5	12	18	39	10.5	39.5	16	21.5	8	18	14.5	12.5
27	75	36	78	86.5	74	85	23	81	72.5	59	80	77
28	22	33	70	65.5	67	31.5	43	56.5	61	51.5	60	57.5
29	35.5	86	50	39	57.5	89.5	26	76	51.5	34	71.5	69.5
30	40.5	83	40	39	57.5	72	16	50	31.5	29.5	40.5	40.5
31	30	11	12.5	25.5	48	17	23	29.5	26	13	30	26
32	63.5	14	61	65.5	84	88	47.5	79	71	55	77.5	75
33	75	100	82	79.5	100	98.5	72	100	95	80	100	100
34	22	8	22	25.5	28.5	26.5	29.5	21.5	22.5	18	21	21
35	83	89.5	98	79.5	98	85	77	97	88	93.5	94.5	95.5
36	30	89.5	75	79.5	81.5	60	88.5	84	83.5	76	83.5	82
37	50.5	98	99	91	99	89.5	82.5	99	97	92	98	98
38	63.5	99	100	96	90	80	60.5	80	96	93.5	86.5	91
39	15.5	21.5	12.5	39	28.5	47	5.5	36	33.5	11	35	29.5
40	15.5	26	22	25.5	22	21.5	29.5	29.5	28.5	15.5	30	27.5

* When two or more items were equal in the rank ordering, their rank is reported as a mean of the ranks involved.

Table 10 (Continued)

Rank Order of Importance Means by Position of Respondent

Item No.	Position of Respondent											
	Supt.	Psych.	Prin.	Curr. Cons.	Speech/ Hearing Clin.	Spec. Educ. Cons.	Dir. of Spec. Educ.	Spec. Educ. Tchr.	Reg. Elem. Tchr.	Admin.	Tchr.	Total Sample
Col.1	Col.2	Col.3	Col.4	Col.5	Col.6	Col.7	Col.8	Col.9	Col.10	Col.11	Col.12	Col.13
41	55.5	64.5	94	91	94.5	72	67.5	82	90	86.5	88	86.5
42	63.5	92	64.5	86.5	87.5	94.5	29.5	88.5	87	53	86.5	84
43	40.5	41	22	16	76	52.5	35.5	44	51.5	26	44.5	42.5
44	30	64.5	75	91	92	72	72	93.5	85.5	66	90	86.5
45	83	73	89.5	65.5	92	80	64	95	99.5	84	97	95.5
46	55.5	44.5	88	96	63	93	94	88.5	94	88	91.5	88
47	22	78.5	52	25.5	71	47	92	43	53	59	44.5	51.5
48	22	73	52	25.5	51.5	60	40.5	63.5	64	34	64.5	61.5
49	15.5	73	71.5	91	49	72	88.5	53.5	46	70	52	57.5
50	35.5	26	18	16	22	17	23	29.5	21	18	27	24.5
51	63.5	78.5	61	72	78	91.5	11	68	67.5	41.5	69.5	72
52	63.5	21.5	56.5	39	63	72	29.5	37.5	19	48.5	30	35.5
53	88.5	94	91	86.5	85	85	77	96	92	91	94.5	93
54	75	83	85	86.5	77	85	77	71.5	82	83	75	78.5
55	45.5	53.5	75	54.5	44.5	47	85	46.5	55	77.5	47.5	51.5
56	11	30.5	56.5	54.5	38.5	21.5	53.5	56.5	41	38	52	44
57	88.5	69	75	79.5	57.5	80	60.5	41.5	76	80	54.5	61.5
58	63.5	64.5	75	72	74	80	35.5	65	66	62	67.5	69.5
59	40.5	26	27.5	72	33	21.5	16	8.5	16.5	24.5	8.5	12.5
60	75	86	87	54.5	57.5	35	88.5	60	55	85	58	67

* When two or more items were equal in the rank ordering, their rank is reported as a mean of the ranks involved.

Table 10 (Continued)

Rank Order of Importance Means by Position of Respondent*

Item No.	Position of Respondent											
	Supt.	Psych.	Prin.	Curr. Cons.	Speech/ Hearing Clin.	Spec. Educ. Cons.	Dir. of Spec. Educ.	Spec. Educ. Tchr.	Reg. Elem. Tchr.	Admin.	Tchr.	Total Sample
Col.1	Col.2	Col.3	Col.4	Col.5	Col.6	Col.7	Col.8	Col.9	Col.10	Col.11	Col.12	Col.13
61	50.5	86	80	72	63	60	77	56.5	46	77.5	56	64.5
62	75	78.5	85	54.5	71	52.5	60.5	67	49.5	80	61	68
63	15.5	21.5	32.5	39	63	31.5	29.5	37.5	37	24.5	36	33.5
64	11	48.5	48.5	54.5	74	11.5	47.5	46.5	57.5	32	47.5	45
65	83	64.5	63	39	87.5	52.5	40.5	77.5	74	56.5	79	76
66	26	41	46	39	68.5	60	16	51	31.5	29.5	42	40.5
67	75	48.5	56.5	39	81.5	72	23	77.5	67.5	48.5	75	74
68	63.5	36	40	54.5	44.5	39.5	35.5	75	46	38	69.5	61.5
69	40.5	30.5	80	39	42.5	26.5	47.5	46.5	36	62	40.5	39
70	63.5	36	67	25.5	38.5	60	67.5	71.5	85.5	70	77.5	73
71	63.5	30.5	43.5	25.5	38.5	35	77	69.5	57.5	56.5	67.5	61.5
72	55.5	41	67	3	34.5	26.5	67.5	61.5	65	67	62	57.5
73	50.5	14	14	9	10.5	11.5	11	24.5	11	14	19	14
74	45.5	26	20	25.5	18	11.5	16	20	7	22	14.5	15.5
75	35.5	26	46	9	26.5	26.5	39	52	38.5	34	44.5	38
76	50.5	36	56.5	25.5	53.5	60	82.5	61.5	69	64.5	64.5	64.5
77	88.5	58.5	30.5	25.5	38.5	39.5	67.5	59	55	54	58	54.5
78	94	58.5	40	54.5	57.5	60	53.5	66	59.5	59	64.5	66
79	94	48.5	36	54.5	34.5	39.5	60.5	39.5	77.5	62	52	47.5
80	83	73	27.5	72	48	72	67.5	49	46	51.5	44.5	46

* When two or more items were equal in the rank ordering, their rank is reported as a mean of the ranks involved.

Table 10 (Continued)

Rank Order of Importance Means by Position of Respondent*

Item No.	Position of Respondent											
	Supt.	Psych.	Prin.	Curr. Cons.	Speech/ Hearing Clin.	Spec. Educ. Cons.	Dir. of Spec. Educ.	Spec. Educ. Tchr.	Reg. Elem. Tchr.	Admin.	Tchr.	Total Sample
Col.1	Col.2	Col.3	Col.4	Col.5	Col.6	Col.7	Col.8	Col.9	Col.10	Col.11	Col.12	Col.13
81	100	94	97	99	97	96.5	99	98	98	100	99	99
82	50.5	53.5	56.5	54.5	42.5	47	88.5	26.5	33.5	70	30	37
83	75	97	92.5	96	94.5	100	96.5	87	81	95	83.5	89.5
84	75	89.5	85	72	87.5	96.5	67.5	74	70	82	73	78.5
85	15.5	58.5	71.5	79.5	31	47	88.5	53.5	42.5	70	49.5	51.5
86	63.5	44.5	67	79.5	63	60	51	69.5	72.5	64.5	71.5	71
87	63.5	17.5	36	39	19	31.5	43	32.5	49.5	41.5	38.5	35.5
88	75	17.5	32.5	39	9	17	47.5	10	19	43.5	10.5	11
89	35.5	21.5	15	25.5	15	66	35.5	7	22.5	20	8.5	10
90	75	41	27.5	54.5	16.5	60	60.5	29.5	38.5	45.5	34	33.5
91	97	96	95.5	96	79	72	100	91.5	99.5	99	96	97
92	99	53.5	80	65.5	53.5	72	98	41.5	35	96	37	51.5
93	55.5	58.5	30.5	16	31	26.5	53.5	12	19	38	12	17
94	94	69	40	39	51.5	52.5	77	34.5	46	70	38.5	42.5
95	63.5	41	36	16	24.5	31.5	56.5	24.5	40	48.5	33	32
96	75	94	95.5	84	96	91.5	94	93.5	93	98	93	94
97	11	5.5	7.5	9	4.5	7	8.5	16	12	8	14.5	9
98	22	2	24.5	16	8	17	43	23	28.5	27	25.5	19
99	1	1	3	16	1	7	8.5	4	5	3	4	4
100	30	36	24.5	54.5	20	11.5	23	34.5	25	22	30	27.5

* When two or more items were equal in the rank ordering, their rank is reported as a mean of the ranks involved.

(a) Competency dimensions: All competency items were subjected to a clustering process structured on two dimensions, function and context. The five functions are Evaluating, Developing, Training, Advising, and Serving as Liaison. The five contexts are Curriculum, Instruction, Materials and Media, Communication Processes, and Support Systems. See page 50 for a discussion on the procedures employed in the clustering process. The function and context which the item represented are reported.

(b) M = mean
SD = standard deviation
N = number of subjects

(c) Position: Indicates the position held by the respondent at the time of his completing the questionnaire.

(d) District size: Indicates the manner in which the sample was stratified in the selection process.

(e) Row total: Presents summary data by position.

(f) District subtotals: Presents summary data by size of district.

(g) RK: Represents the rank order of the item's importance mean as perceived by the subjects in the respective position category.

(h) TI: Represents the trainability index. This index was established by applying a binomial test to determine if the number of judgments on one of the three choices was significantly greater than the number of responses to the other choices. If one choice was not significant, then two are reported. The following abbreviations are used to report the trainability indexes:

JT = on the job training
OC = on campus curricula
SG = self growth

In addition to determining the agreement across positions on rank ordering, it is also important to know the degree of importance placed on each item by the various positions. Superintendents might perceive one item as being more important than would teachers, but the amount of difference may be inconsequential. Whereas, in other situations, an item may be viewed as considerably more important by the administrator. A review of Tables 11 - 110 will reveal that the subjects by position vary in their perceived importance of related items. In an attempt to identify the items on which groups vary in their perceived importance, *t* tests using the .05 level as a criterion were run between the following comparison groups:

TABLE 11

1. PREDICTING EFFECTS WHICH WILL PROBABLY RESULT FROM SPECIFIC CURRICULUM CHANGES.

COMPETENCY DIMENSIONS: FUNCTION=EVALUATING CONTEXT=CURRICULUM

		DISTRICT SIZE					
POSITION		INTER. DIST.	25,000+	10,000-24,999	5,000-9,999	ROW TOTALS	
SUPERINTENDENTS	M	0.0	0.0	0.0	0.46	0.35	RK= 5.5
	SD	0.0	0.0	0.0	0.52	0.49	
	N	0.	1.	3.	13.	17.	TI:JT/SG
PSYCHOLOGISTS	M	0.20	0.50	0.33	0.33	0.32	RK= 8.0
	SD	0.45	0.71	0.58	0.50	0.48	
	N	5.	2.	3.	9.	19.	TI:OC/JT
PRINCIPALS	M	0.0	0.33	0.40	0.42	0.41	RK= 4.0
	SD	0.0	0.58	0.97	0.71	0.75	
	N	0.	3.	10.	33.	46.	TI:JT
CURRICULUM CONSULTANTS	M	0.0	0.50	0.50	0.25	0.33	RK=39.0
	SD	0.0	0.71	0.71	0.46	0.49	
	N	0.	2.	2.	8.	12.	TI:OC
SPEECH AND HEARING CLINICIANS	M	0.75	0.0	0.45	0.22	0.34	RK= 7.0
	SD	0.89	0.0	0.69	0.42	0.63	
	N	8.	5.	11.	23.	47.	TI:JT
SPECIAL EDUCATION CONSULTANTS	M	0.63	0.0	0.0	0.33	0.38	RK= 4.0
	SD	0.74	0.0	0.0	0.58	0.62	
	N	8.	2.	3.	3.	16.	TI:OC/JT
DIRECTORS OF SPECIAL EDUCATION	M	0.50	0.50	0.80	0.25	0.47	RK=11.0
	SD	0.58	0.71	1.30	0.46	0.77	
	N	4.	2.	5.	8.	19.	TI:OC/JT
SPECIAL EDUCATION TEACHERS	M	0.52	0.50	0.51	0.57	0.53	RK=11.0
	SD	0.62	0.64	0.74	0.88	0.77	
	N	60.	28.	75.	106.	269.	TI:JT
REGULAR ELEMENTARY TEACHERS	M	0.0	0.56	0.22	0.70	0.61	RK=14.5
	SD	0.0	1.33	0.52	0.97	0.95	
	N	0.	9.	23.	104.	136.	TI:JT
SUPER.,PRIN. & DIRECTORS COMBINED	M	0.50	0.33	0.44	0.41	0.41	RK= 6.0
	SD	0.58	0.52	0.98	0.63	0.70	
	N	4.	6.	18.	54.	82.	TI:JT
REG. & SPEC. EDUC. TCHRS. COMBINED	M	0.52	0.51	0.44	0.63	0.56	RK=10.5
	SD	0.62	0.84	0.70	0.93	0.83	
	N	60.	37.	98.	210.	405.	TI:JT
DISTRICT SUBTOTALS	M	0.53	0.43	0.43	0.54	0.50	RK= 9.0
	SD	0.65	0.74	0.73	0.84	0.78	
	N	85.	54.	135.	307.	581.	TI:JT

TABLE 12

2. DEVELOPING A MODEL OR PLAN OF ACTION FOR RESOLVING CURRICULUM PROBLEMS.

COMPETENCY DIMENSIONS: FUNCTION=DEVELOPING CONTEXT=CURRICULUM

POSITION		DISTRICT SIZE: INTER. DIST.	25,000+	10,000-24,999	5,000-9,999	ROW TOTALS	
SUPERINTENDENTS	M	0.0	1.00	0.0	0.23	0.24	RK= 2.5
	SD	0.0	0.0	0.0	0.44	0.44	
	N	0.	1.	3.	13.	17.	TI:DC
PSYCHOLOGISTS	M	0.40	0.50	0.0	0.22	0.26	RK= 5.5
	SD	0.55	0.71	0.0	0.44	0.45	
	N	5.	2.	3.	9.	19.	TI:DC/JT
PRINCIPALS	M	0.0	0.0	0.40	0.55	0.48	RK= 6.0
	SD	0.0	0.0	0.70	0.71	0.69	
	N	0.	3.	10.	33.	46.	TI:DC
CURRICULUM CONSULTANTS	M	0.0	0.0	0.0	0.13	0.08	RK= 9.0
	SD	0.0	0.0	0.0	0.35	0.29	
	N	0.	2.	2.	8.	12.	TI:DC
SPEECH AND HEARING CLINICIANS	M	0.25	0.20	0.45	0.13	0.23	RK= 3.0
	SD	0.71	0.45	0.69	0.34	0.52	
	N	8.	5.	11.	23.	47.	TI:JT
SPECIAL EDUCATION CONSULTANTS	M	0.38	0.0	0.0	0.0	0.19	RK= 2.0
	SD	0.74	0.0	0.0	0.0	0.54	
	N	8.	2.	3.	3.	16.	TI:DC
DIRECTORS OF SPECIAL EDUCATION	M	0.25	0.0	0.20	0.13	0.16	RK= 1.5
	SD	0.50	0.0	0.45	0.35	0.37	
	N	4.	2.	5.	8.	19.	TI:DC
SPECIAL EDUCATION TEACHERS	M	0.22	0.31	0.25	0.50	0.34	RK= 8.0
	SD	0.45	0.47	0.49	1.00	0.73	
	N	60.	29.	76.	105.	270.	TI:DC/JT
REGULAR ELEMENTARY TEACHERS	M	0.0	0.11	0.09	0.36	0.30	RK= 3.0
	SD	0.0	0.33	0.29	0.72	0.66	
	N	0.	9.	22.	106.	137.	TI:JT
SUPER.,PRIN. & DIRECTORS COMBINED	M	0.25	0.17	0.28	0.41	0.35	RK= 3.0
	SD	0.50	0.41	0.57	0.63	0.60	
	N	4.	6.	18.	54.	82.	TI:DC
REG. & SPEC. EDUC. TCHRS. COMBINED	M	0.22	0.26	0.21	0.43	0.33	RK= 3.0
	SD	0.45	0.45	0.46	0.87	0.71	
	N	60.	38.	98.	211.	407.	TI:JT
DISTRICT SUBTOTALS	M	0.25	0.24	0.23	0.38	0.31	RK= 2.5
	SD	0.51	0.43	0.49	0.78	0.66	
	N	85.	55.	135.	308.	583.	TI:DC/JT

TABLE 13

3. SERVING AS AN ADVISOR TO ADMINISTRATORS REGARDING CURRICULUM NEEDS AND CHANGES.

COMPETENCY DIMENSIONS: FUNCTION=ADVISING CONTEXT=CURRICULUM

POSITION		DISTRICT SIZE: INTER. DIST.	25,000+	10,000- 24,999	5,000- 9,999	ROW TOTALS	
SUPERINTENDENTS	M	0.0	0.0	0.0	0.38	0.29	RK= 4.0
	SD	0.0	0.0	0.0	0.65	0.59	
	N	0.	1.	3.	13.	17.	TI:JT
PSYCHOLOGISTS	M	0.40	1.00	0.67	0.11	0.37	RK=10.0
	SD	0.55	0.0	0.58	0.33	0.50	
	N	5.	2.	3.	9.	19.	TI:JT
PRINCIPALS	M	0.0	0.33	0.60	0.52	0.52	RK=10.0
	SD	0.0	0.58	1.26	0.67	0.81	
	N	0.	3.	10.	33.	46.	TI:JT
CURRICULUM CONSULTANTS	M	0.0	0.0	0.0	0.0	0.0	RK= 3.0
	SD	0.0	0.0	0.0	0.0	0.0	
	N	0.	2.	2.	8.	12.	TI:DC/JT
SPEECH AND HEARING CLINICIANS	M	0.50	0.40	0.18	0.22	0.28	RK= 6.0
	SD	0.53	0.55	0.40	0.42	0.45	
	N	8.	5.	11.	23.	47.	TI:JT
SPECIAL EDUCATION CONSULTANTS	M	0.13	0.0	0.0	0.0	0.06	RK= 1.0
	SD	0.35	0.0	0.0	0.0	0.25	
	N	8.	2.	3.	3.	16.	TI:JT
DIRECTORS OF SPECIAL EDUCATION	M	0.50	0.0	0.40	0.25	0.32	RK= 5.5
	SD	0.58	0.0	0.55	0.46	0.48	
	N	4.	2.	5.	8.	19.	TI:DC/JT/SG
SPECIAL EDUCATION TEACHERS	M	0.22	0.28	0.29	0.38	0.31	RK= 2.0
	SD	0.42	0.53	0.67	0.77	0.65	
	N	60.	29.	75.	104.	268.	TI:JT
REGULAR ELEMENTARY TEACHERS	M	0.0	0.22	0.33	0.28	0.29	RK= 2.0
	SD	0.0	0.44	0.56	0.74	0.69	
	N	0.	9.	24.	106.	139.	TI:JT
SUPER., PRIN. & DIRECTORS COMBINED	M	0.50	0.17	0.44	0.44	0.43	RK= 7.0
	SD	0.58	0.41	0.98	0.63	0.70	
	N	4.	6.	18.	54.	82.	TI:JT
REG. & SPEC. EDUC. TCHRS. COMBINED	M	0.22	0.26	0.30	0.33	0.30	RK= 2.0
	SD	0.42	0.50	0.65	0.75	0.66	
	N	60.	38.	99.	210.	407.	TI:JT
DISTRICT SUBTOTALS	M	0.26	0.27	0.31	0.32	0.31	RK= 2.5
	SD	0.44	0.49	0.67	0.69	0.64	
	N	85.	55.	136.	307.	583.	TI:JT

TABLE 14

4. ASSESSING PRESENT CURRICULUM(S) TO IDENTIFY AREAS NEEDING REVISION.

COMPETENCY DIMENSIONS: FUNCTION=EVALUATING CONTEXT=CURRICULUM

		DISTRICT SIZE					
POSITION		INTER. DIST.	25,000+	10,000- 24,999	5,000- 9,999	ROW TOTALS	
SUPERINTENDENTS	M	0.0	0.0	0.33	0.54	0.47	RK= 9.0
	SD	0.0	0.0	0.58	0.78	0.72	
	N	0.	1.	3.	13.	17.	TI:OC/JT
PSYCHOLOGISTS	M	0.40	0.0	0.0	0.22	0.21	RK= 3.5
	SD	0.55	0.0	0.0	0.44	0.42	
	N	5.	2.	3.	9.	19.	TI:OC/JT
PRINCIPALS	M	0.0	0.0	0.10	0.59	0.44	RK= 5.0
	SD	0.0	0.0	0.32	0.98	0.87	
	N	0.	3.	10.	32.	45.	TI:JT
CURRICULUM CONSULTANTS	M	0.0	0.0	0.0	0.13	0.08	RK= 9.0
	SD	0.0	0.0	0.0	0.35	0.29	
	N	0.	2.	2.	8.	12.	TI:JT
SPEECH AND HEARING CLINICIANS	M	0.25	0.20	0.18	0.22	0.21	RK= 2.0
	SD	0.46	0.45	0.60	0.52	0.51	
	N	8.	5.	11.	23.	47.	TI:JT
SPECIAL EDUCATION CONSULTANTS	M	0.50	0.0	0.33	0.33	0.38	RK= 4.0
	SD	0.53	0.0	0.58	0.58	0.50	
	N	8.	2.	3.	3.	16.	TI:OC
DIRECTORS OF SPECIAL EDUCATION	M	0.25	0.0	0.20	0.13	0.16	RK= 1.5
	SD	0.50	0.0	0.45	0.35	0.37	
	N	4.	2.	5.	8.	19.	TI:OC/JT
SPECIAL EDUCATION TEACHERS	M	0.18	0.14	0.17	0.29	0.21	RK= 1.0
	SD	0.43	0.35	0.50	0.74	0.58	
	N	61.	29.	76.	105.	271.	TI:JT
REGULAR ELEMENTARY TEACHERS	M	0.0	0.11	0.0	0.30	0.24	RK= 1.0
	SD	0.0	0.33	0.0	0.73	0.65	
	N	0.	9.	24.	106.	139.	TI:JT
SUPER.,PRIN. & DIRECTORS COMBINED	M	0.25	0.0	0.17	0.51	0.33	RK= 5.0
	SD	0.50	0.0	0.38	0.87	0.75	
	N	4.	6.	18.	53.	81.	TI:JT
REG. & SPEC. EDUC. TCHRS. COMBINED	M	0.18	0.13	0.13	0.29	0.22	RK= 1.0
	SD	0.43	0.34	0.44	0.74	0.61	
	N	61.	38.	100.	211.	410.	TI:JT
DISTRICT SUBTOTALS	M	0.23	0.11	0.14	0.32	0.24	RK= 1.0
	SD	0.45	0.31	0.44	0.73	0.61	
	N	86.	55.	137.	307.	585.	TI:JT

TABLE 15

5. CREATING RECOMMENDATIONS BASED ON THE PROBLEMS IDENTIFIED IN THE PROCESS OF DEVELOPING CURRICULUM.

COMPETENCY DIMENSIONS: FUNCTION=ADVISING CONTEXT=CURRICULUM

		DISTRICT SIZE					
POSITION		INTER. DIST.	25,000+	10,000-24,999	5,000-9,999	ROW TOTALS	
SUPERINTENDENTS	M	0.0	1.00	0.33	0.77	0.71	RK=30.0
	SD	0.0	0.0	0.58	0.60	0.59	
	N	0.	1.	3.	13.	17.	TI:JT
PSYCHOLOGISTS	M	0.60	0.0	0.0	0.11	0.21	RK= 3.5
	SD	0.55	0.0	0.0	0.33	0.42	
	N	5.	2.	3.	9.	19.	TI:OC/JT
PRINCIPALS	M	0.0	0.0	0.30	0.61	0.50	RK= 7.5
	SD	0.0	0.0	0.48	0.66	0.62	
	N	0.	3.	10.	33.	46.	TI:JT
CURRICULUM CONSULTANTS	M	0.0	0.0	0.0	0.13	0.08	RK= 9.0
	SD	0.0	0.0	0.0	0.35	0.29	
	N	0.	2.	2.	8.	12.	TI:OC/JT
SPEECH AND HEARING CLINICIANS	M	0.63	0.40	0.55	0.26	0.40	RK=12.0
	SD	0.74	0.55	0.82	0.54	0.65	
	N	8.	5.	11.	23.	47.	TI:JT
SPECIAL EDUCATION CONSULTANTS	M	0.50	0.0	0.0	0.67	0.38	RK= 4.0
	SD	0.53	0.0	0.0	0.58	0.50	
	N	8.	2.	3.	3.	16.	TI:JT
DIRECTORS OF SPECIAL EDUCATION	M	0.50	0.0	0.40	0.25	0.32	RK= 5.5
	SD	0.58	0.0	0.55	0.46	0.48	
	N	4.	2.	5.	8.	19.	TI:OC/JT
SPECIAL EDUCATION TEACHERS	M	0.39	0.41	0.55	0.58	0.51	RK= 4.5
	SD	0.61	0.50	0.79	0.88	0.77	
	N	61.	29.	75.	103.	268.	TI:JT
REGULAR ELEMENTARY TEACHERS	M	0.0	0.22	0.25	0.45	0.40	RK= 6.0
	SD	0.0	0.44	0.53	0.73	0.69	
	N	0.	9.	24.	105.	138.	TI:JT
SUPER.,PRIN. & DIRECTORS COMBINED	M	0.50	0.17	0.33	0.59	0.50	RK= 9.0
	SD	0.58	0.41	0.49	0.63	0.59	
	N	4.	6.	18.	54.	82.	TI:JT
REG. & SPEC. EDUC. TCHRS. COMBINED	M	0.39	0.37	0.47	0.51	0.47	RK= 6.5
	SD	0.61	0.49	0.75	0.81	0.74	
	N	61.	38.	99.	208.	406.	TI:JT
DISTRICT SUBTOTALS	M	0.44	0.31	0.43	0.49	0.45	RK= 7.0
	SD	0.61	0.47	0.71	0.75	0.70	
	N	86.	55.	136.	395.	582.	TI:JT

TABLE 16

6. DETERMINING THE APPLICATION OF CURRICULUM GUIDES DEVELOPED BY OTHER DISTRICTS TO HIS OWN SCHOOL DISTRICT.

COMPETENCY DIMENSIONS: FUNCTION=EVALUATING CONTEXT=CURRICULUM

POSITION		DISTRICT SIZE: INTER. DIST.	25,000+	10,000-24,999	5,000-9,999	ROW TOTALS	
SUPERINTENDENTS	M	0.0	0.0	1.33	1.85	1.65	RK=98.0
	SD	0.0	0.0	0.58	1.14	1.11	
	N	0.	1.	3.	13.	17.	TI:JT
PSYCHOLOGISTS	M	1.40	2.00	1.33	1.00	1.26	RK=78.5
	SD	0.55	0.0	0.58	1.00	0.81	
	N	5.	2.	3.	9.	19.	TI:DC/JT
PRINCIPALS	M	0.0	1.00	1.30	1.45	1.39	RK=92.5
	SD	0.0	1.00	0.82	0.83	0.83	
	N	0.	3.	10.	33.	46.	TI:JT
CURRICULUM CONSULTANTS	M	0.0	1.00	1.00	1.38	1.25	RK=80.0
	SD	0.0	0.0	0.0	0.74	0.62	
	N	0.	2.	2.	8.	12.	TI:JT
SPEECH AND HEARING CLINICIANS	M	0.88	1.00	1.64	1.00	1.13	RK=71.0
	SD	0.83	0.71	1.03	0.95	0.95	
	N	8.	5.	11.	23.	47.	TI:JT
SPECIAL EDUCATION CONSULTANTS	M	1.25	1.00	0.33	1.67	1.13	RK=72.0
	SD	0.46	0.0	0.58	0.58	0.62	
	N	8.	2.	3.	3.	16.	TI:JT
DIRECTORS OF SPECIAL EDUCATION	M	1.25	0.50	1.40	1.25	1.21	RK=77.0
	SD	1.26	0.71	1.14	1.39	1.18	
	N	4.	2.	5.	8.	19.	TI:JT
SPECIAL EDUCATION TEACHERS	M	0.98	1.59	1.17	1.31	1.23	RK=36.0
	SD	0.85	0.87	0.84	1.03	0.93	
	N	60.	29.	76.	106.	271.	TI:JT
REGULAR ELEMENTARY TEACHERS	M	0.0	0.78	1.38	1.37	1.33	RK=91.0
	SD	0.0	0.83	0.92	1.00	0.98	
	N	0.	9.	24.	106.	139.	TI:JT
SUPER.,PRIN. & DIRECTORS COMBINED	M	1.25	0.67	1.33	1.52	1.40	RK=97.0
	SD	1.26	0.82	0.84	1.00	0.98	
	N	4.	6.	18.	54.	82.	TI:JT
REG. & SPEC. EDUC. TCHRS. COMBINED	M	0.98	1.39	1.22	1.34	1.26	RK=89.0
	SD	0.85	0.92	0.86	1.01	0.95	
	N	60.	38.	100.	212.	410.	TI:JT
DISTRICT SUBTOTALS	M	1.04	1.27	1.25	1.34	1.27	RK=89.5
	SD	0.82	0.87	0.86	1.00	0.94	
	N	85.	55.	137.	309.	586.	TI:JT

TABLE 17

7. COORDINATING THE DEVELOPMENT AND PRODUCTION OF LOCAL CURRICULUM DOCUMENTS.

COMPETENCY DIMENSIONS: FUNCTION=DEVELOPING CONTEXT=CURRICULUM

		DISTRICT SIZE					
POSITION		INTER. DIST.	25,000+	10,000-24,999	5,000-9,999	ROW TOTALS	
SUPERINTENDENTS	M	0.0	0.0	0.33	0.85	0.71	RK=30.0
	SD	0.0	0.0	0.58	0.80	0.77	
	N	0.	1.	3.	13.	17.	TI:OC/JT/SG
PSYCHOLOGISTS	M	1.40	1.50	1.33	0.67	1.05	RK=58.5
	SD	0.55	2.12	1.15	0.71	0.91	
	N	5.	2.	3.	9.	19.	TI:JT
PRINCIPALS	M	0.0	1.00	1.00	1.00	1.00	RK=61.0
	SD	0.0	1.00	1.05	1.03	1.01	
	N	0.	3.	10.	33.	46.	TI:JT
CURRICULUM CONSULTANTS	M	0.0	0.0	0.50	0.50	0.42	RK=54.5
	SD	0.0	0.0	0.71	0.53	0.51	
	N	0.	2.	2.	8.	12.	TI:OC/JT
SPEECH AND HEARING CLINICIANS	M	1.50	0.80	1.27	0.61	0.94	RK=50.0
	SD	1.31	0.45	1.10	0.89	1.03	
	N	8.	5.	11.	23.	47.	TI:OC/JT
SPECIAL EDUCATION CONSULTANTS	M	1.25	0.50	0.67	1.33	1.06	RK=50.0
	SD	0.71	0.71	0.58	0.58	0.68	
	N	8.	2.	3.	3.	16.	TI:JT
DIRECTORS OF SPECIAL EDUCATION	M	1.25	2.50	1.00	0.25	0.80	RK=47.5
	SD	1.26	2.12	1.00	0.46	1.15	
	N	4.	2.	5.	8.	19.	TI:JT
SPECIAL EDUCATION TEACHERS	M	0.56	0.86	0.80	1.02	0.84	RK=46.5
	SD	0.82	0.99	1.07	1.05	1.01	
	N	59.	29.	76.	103.	267.	TI:JT
REGULAR ELEMENTARY TEACHERS	M	0.0	0.78	0.88	0.98	0.95	RK=62.5
	SD	0.0	0.44	0.90	1.08	1.02	
	N	0.	9.	24.	104.	137.	TI:JT
SUPER.,PRIN. & DIRECTORS COMBINED	M	1.25	1.33	0.89	0.85	0.91	RK=45.5
	SD	1.26	1.51	0.96	0.94	1.00	
	N	4.	6.	18.	54.	82.	TI:JT
REG. & SPEC. EDUC. TCHRS. COMBINED	M	0.56	0.84	0.82	1.00	0.38	RK=49.5
	SD	0.82	0.86	1.03	1.06	1.01	
	N	59.	36.	100.	207.	404.	TI:JT
DISTRICT SUBTOTALS	M	0.80	0.87	0.87	0.92	0.89	RK=47.5
	SD	0.93	0.94	1.01	1.01	0.99	
	N	84.	55.	137.	304.	580.	TI:JT

TABLE 18

8. INTEGRATING INFORMATION REGARDING COMMUNITY CHARACTERISTICS (E.G., SOCIO-ECONOMIC INFORMATION) INTO THE DEVELOPMENT OF CURRICULUM.

COMPETENCY DIMENSIONS: FUNCTION=DEVELOPING CONTEXT=CURRICULUM

		DISTRICT SIZE					
POSITION		INTER. DIST.	25,000+	10,000-24,999	5,000-9,999	ROW TOTALS	
SUPERINTENDENTS	M	0.0	1.00	1.00	1.38	1.29	RK=88.5
	SD	0.0	0.0	1.00	1.19	1.10	
	N	0.	1.	3.	13.	17.	TI:OC/JT
PSYCHOLOGISTS	M	1.40	1.00	1.67	0.44	0.95	RK=48.5
	SD	0.55	1.41	1.15	0.73	0.91	
	N	5.	2.	3.	9.	19.	TI:JT
PRINCIPALS	M	0.0	0.67	0.80	0.79	0.78	RK=27.5
	SD	0.0	0.58	1.40	0.70	0.87	
	N	0.	3.	10.	33.	46.	TI:JT
CURRICULUM CONSULTANTS	M	0.0	0.50	0.50	0.38	0.42	RK=54.5
	SD	0.0	0.71	0.71	0.52	0.51	
	N	0.	2.	2.	8.	12.	TI:OC
SPEECH AND HEARING CLINICIANS	M	0.38	0.20	1.36	0.70	0.74	RK=26.5
	SD	0.52	0.45	1.12	0.82	0.90	
	N	8.	5.	11.	23.	47.	TI:OC/JT
SPECIAL EDUCATION CONSULTANTS	M	1.50	1.00	0.67	0.33	1.06	RK=60.0
	SD	1.20	1.41	1.15	0.58	1.12	
	N	8.	2.	3.	3.	16.	TI:OC/JT/SG
DIRECTORS OF SPECIAL EDUCATION	M	0.75	0.50	1.20	0.50	0.74	RK=35.5
	SD	0.50	0.71	0.84	0.76	0.73	
	N	4.	2.	5.	8.	19.	TI:JT
SPECIAL EDUCATION TEACHERS	M	0.44	0.76	0.53	0.85	0.66	RK=19.0
	SD	0.65	0.99	0.71	1.08	0.90	
	N	61.	29.	74.	105.	269.	TI:JT
REGULAR ELEMENTARY TEACHERS	M	0.0	0.44	0.79	0.71	0.71	RK=28.5
	SD	0.0	0.73	1.02	0.95	0.95	
	N	0.	9.	24.	105.	138.	TI:JT
SUPER.,PRIN. & DIRECTORS COMBINED	M	0.75	0.67	0.94	0.89	0.88	RK=38.0
	SD	0.50	0.52	1.16	0.88	0.91	
	N	4.	6.	18.	54.	82.	TI:JT
REG. & SPEC. EDUC. TCHRS. COMBINED	M	0.44	0.68	0.59	0.78	0.68	RK=23.5
	SD	0.65	0.93	0.80	1.02	0.92	
	N	61.	38.	98.	210.	407.	TI:JT
DISTRICT SUBTOTALS	M	0.60	0.65	0.73	0.77	0.72	RK=29.5
	SD	0.77	0.87	0.92	0.96	0.92	
	N	86.	55.	135.	307.	583.	TI:JT

TABLE 19

9. TRANSLATING THE OBJECTIVES AND EXPECTATIONS OF THE SCHOOL INTO CURRICULUM GUIDELINES.

COMPETENCY DIMENSIONS: FUNCTION=DEVELOPING CONTEXT=CURRICULUM

POSITION		DISTRICT SIZE: INTER. DIST.	25,000+	10,000-24,999	5,000-9,999	ROW TOTALS	
SUPERINTENDENTS	M	0.0	0.0	0.67	0.69	0.65	RK=22.0
	SD	0.0	0.0	0.58	1.03	0.93	
	N	0.	1.	3.	13.	17.	TI:OC/JT
PSYCHOLOGISTS	M	0.60	0.50	1.00	0.78	0.74	RK=30.5
	SD	0.55	0.71	0.0	0.83	0.65	
	N	5.	2.	3.	9.	19.	TI:OC/JT
PRINCIPALS	M	0.0	0.33	0.30	0.67	0.57	RK=11.0
	SD	0.0	0.58	0.67	0.96	0.89	
	N	0.	3.	10.	33.	46.	TI:JT
CURRICULUM CONSULTANTS	M	0.0	0.0	0.0	0.0	0.0	RK= 3.0
	SD	0.0	0.0	0.0	0.0	0.0	
	N	0.	2.	2.	8.	12.	TI:OC/JT
SPEECH AND HEARING CLINICIANS	M	0.88	0.60	1.09	0.52	0.72	RK=24.5
	SD	0.64	0.55	1.30	0.67	0.85	
	N	8.	5.	11.	23.	47.	TI:OC/JT
SPECIAL EDUCATION CONSULTANTS	M	0.63	1.00	0.0	0.33	0.50	RK=11.5
	SD	0.52	1.41	0.0	0.58	0.63	
	N	8.	2.	3.	3.	16.	TI:OC/JT/SG
DIRECTORS OF SPECIAL EDUCATION	M	1.00	0.50	1.00	0.13	0.58	RK=16.0
	SD	0.82	0.71	1.22	0.35	0.84	
	N	4.	2.	5.	8.	19.	TI:OC/JT
SPECIAL EDUCATION TEACHERS	M	0.64	1.00	0.68	0.75	0.75	RK=32.5
	SD	0.71	1.00	0.96	0.99	0.93	
	N	61.	29.	76.	104.	270.	TI:JT
REGULAR ELEMENTARY TEACHERS	M	0.0	0.89	0.29	0.55	0.61	RK=14.5
	SD	0.0	0.93	0.62	0.92	0.89	
	N	0.	9.	24.	104.	137.	TI:JT
SUPER.,PRIN. & DIRECTORS COMBINED	M	1.00	0.33	0.56	0.59	0.59	RK=12.0
	SD	0.82	0.52	0.86	0.92	0.87	
	N	4.	6.	18.	54.	82.	TI:JT
REG. & SPEC. EDUC. TCHRS. COMBINED	M	0.64	0.97	0.59	0.72	0.70	RK=25.5
	SD	0.71	0.97	0.90	0.96	0.91	
	N	61.	38.	100.	208.	407.	TI:JT
DISTRICT SUBTOTALS	M	0.67	0.82	0.61	0.66	0.67	RK=22.0
	SD	0.68	0.90	0.92	0.92	0.88	
	N	86.	55.	137.	305.	583.	TI:JT

TABLE 20

10. INCORPORATING INTO THE DEVELOPMENT OF CURRICULUM THE KNOWLEDGE OF HOW EXCEPTIONAL CHILDREN DEVELOP AND MATURE.

COMPETENCY DIMENSIONS: FUNCTION=DEVELOPING CONTEXT=CURRICULUM

		DISTRICT SIZE					
POSITION		INTER. DIST.	25,000+	10,000-24,999	5,000-9,999	ROW TOTALS	
SUPERINTENDENTS	M	0.0	0.0	0.0	0.31	0.24	RK= 2.5
	SD	0.0	0.0	0.0	0.48	0.44	
	N	0.	1.	3.	13.	17.	TI:OC
PSYCHOLOGISTS	M	1.00	0.0	1.00	0.33	0.58	RK=17.5
	SD	0.71	0.0	1.00	0.50	0.69	
	N	5.	2.	3.	9.	19.	TI:OC
PRINCIPALS	M	0.0	0.0	0.30	0.44	0.38	RK= 1.5
	SD	0.0	0.0	0.95	0.72	0.75	
	N	0.	3.	10.	32.	45.	TI:OC
CURRICULUM CONSULTANTS	M	0.0	0.0	0.0	0.0	0.0	RK= 3.0
	SD	0.0	0.0	0.0	0.0	0.0	
	N	0.	2.	2.	8.	12.	TI:OC
SPEECH AND HEARING CLINICIANS	M	0.38	0.0	0.27	0.26	0.26	RK= 4.5
	SD	0.74	0.0	0.65	0.54	0.57	
	N	8.	5.	11.	23.	47.	TI:OC
SPECIAL EDUCATION CONSULTANTS	M	0.25	2.00	0.0	0.33	0.44	RK= 7.0
	SD	0.46	2.83	0.0	0.58	1.03	
	N	8.	2.	3.	3.	16.	TI:OC
DIRECTORS OF SPECIAL EDUCATION	M	0.50	0.50	0.40	0.13	0.32	RK= 5.5
	SD	1.00	0.71	0.89	0.35	0.67	
	N	4.	2.	5.	8.	19.	TI:OC
SPECIAL EDUCATION TEACHERS	M	0.31	0.48	0.35	0.45	0.39	RK= 5.0
	SD	0.81	0.69	0.63	0.92	0.80	
	N	61.	29.	75.	106.	271.	TI:OC
REGULAR ELEMENTARY TEACHERS	M	0.0	0.11	0.21	0.39	0.34	RK= 4.0
	SD	0.0	0.33	0.41	0.84	0.76	
	N	0.	9.	24.	105.	138.	TI:OC
SUPER.,PRIN. & DIRECTORS COMBINED	M	0.50	0.17	0.28	0.36	0.33	RK= 1.0
	SD	1.00	0.41	0.83	0.62	0.67	
	N	4.	6.	18.	53.	81.	TI:OC
REG. & SPEC. EDUC. TCHRS. COMBINED	M	0.31	0.39	0.31	0.42	0.38	RK= 5.0
	SD	0.81	0.64	0.58	0.88	0.78	
	N	61.	38.	99.	211.	409.	TI:OC
DISTRICT SUBTOTALS	M	0.36	0.36	0.31	0.38	0.36	RK= 5.0
	SD	0.78	0.75	0.63	0.79	0.75	
	N	86.	55.	136.	307.	584.	TI:OC

TABLE 21

11. FORMULATING SPECIFIC PROGRAM OBJECTIVES THAT WILL BE COMPATIBLE WITH THE GENERAL AIMS AND OBJECTIVES OF THE SCHOOL DISTRICT.

COMPETENCY DIMENSIONS: FUNCTION=DEVELOPING CONTEXT=CURRICULUM

		DISTRICT SIZE					
POSITION		INTER. DIST. 25,000+		10,000- 24,999	5,000- 9,999	ROW TOTALS	
SUPERINTENDENTS	M	0.0	1.00	0.33	0.38	0.41	RK= 7.5
	SD	0.0	0.0	0.58	0.65	0.62	
	N	0.	1.	3.	13.	17.	TI:DC/JT
PSYCHOLOGISTS	M	1.00	1.00	2.00	0.89	1.11	RK=64.5
	SD	0.71	1.41	1.73	1.05	1.10	
	N	5.	2.	3.	9.	19.	TI:JT
PRINCIPALS	M	0.0	0.0	0.40	0.59	0.51	RK= 9.0
	SD	0.0	0.0	0.70	0.80	0.76	
	N	0.	3.	10.	32.	45.	TI:JT
CURRICULUM CONSULTANTS	M	0.0	0.0	0.0	0.0	0.0	RK= 3.0
	SD	0.0	0.0	0.0	0.0	0.0	
	N	0.	2.	2.	8.	12.	TI:DC/JT
SPEECH AND HEARING CLINICIANS	M	0.63	0.40	1.18	0.57	0.70	RK=22.0
	SD	0.74	0.55	1.08	0.90	0.91	
	N	8.	5.	11.	23.	47.	TI:JT
SPECIAL EDUCATION CONSULTANTS	M	0.63	2.00	0.33	0.33	0.69	RK=26.5
	SD	0.52	2.83	0.58	0.58	1.01	
	N	8.	2.	3.	3.	16.	TI:JT
DIRECTORS OF SPECIAL EDUCATION	M	0.75	0.50	0.60	0.50	0.58	RK=16.0
	SD	0.96	0.71	0.55	0.53	0.61	
	N	4.	2.	5.	8.	19.	TI:DC/JT
SPECIAL EDUCATION TEACHERS	M	0.59	0.83	0.93	0.65	0.73	RK=26.5
	SD	0.76	1.04	1.07	0.96	0.97	
	N	61.	29.	76.	105.	271.	TI:JT
REGULAR ELEMENTARY TEACHERS	M	0.0	0.56	0.21	0.62	0.54	RK=10.0
	SD	0.0	0.88	0.41	0.82	0.78	
	N	0.	9.	24.	103.	136.	TI:JT
SUPER.,PRIN. & DIRECTORS COMBINED	M	0.75	0.33	0.44	0.53	0.51	RK=10.0
	SD	0.96	0.52	0.62	0.72	0.69	
	N	4.	6.	18.	53.	81.	TI:JT
REG. & SPEC. EDUC. TCHRS. COMBINED	M	0.59	0.76	0.76	0.63	0.67	RK=21.0
	SD	0.76	1.00	1.01	0.89	0.91	
	N	61.	38.	100.	208.	407.	TI:JT
DISTRICT SUBTOTALS	M	0.63	0.71	0.76	0.60	0.65	RK=19.0
	SD	0.74	1.01	1.00	0.86	0.89	
	N	86.	55.	137.	304.	582.	TI:JT

TABLE 22

12. APPLYING BASIC PRINCIPLES OF CURRICULUM DEVELOPMENT AND EDUCATIONAL THEORY.

COMPETENCY DIMENSIONS: FUNCTION=DEVELOPING CONTEXT=CURRICULUM

POSITION		DISTRICT SIZE: INTER DIST.	25,000+	10,000-24,999	5,000-9,999	ROW TOTALS	
SUPERINTENDENTS	M	0.0	1.00	0.0	0.38	0.35	RK= 5.5
	SD	0.0	0.0	0.0	0.51	0.49	
	N	0.	1.	3.	13.	17.	TI:0C
PSYCHOLOGISTS	M	0.80	0.50	2.00	1.33	1.21	RK=73.0
	SD	0.84	0.71	1.00	0.87	0.92	
	N	5.	2.	3.	9.	19.	TI:0C
PRINCIPALS	M	0.0	0.67	0.70	0.91	0.84	RK=34.0
	SD	0.0	1.15	0.82	0.86	0.85	
	N	0.	3.	10.	32.	45.	TI:0C
CURRICULUM CONSULTANTS	M	0.0	0.0	0.50	0.50	0.42	RK=54.5
	SD	0.0	0.0	0.71	0.53	0.51	
	N	0.	2.	2.	8.	12.	TI:0C
SPEECH AND HEARING CLINICIANS	M	1.25	1.20	1.36	0.78	1.04	RK=66.0
	SD	1.16	0.45	1.03	0.85	0.93	
	N	8.	5.	11.	23.	47.	TI:0C
SPECIAL EDUCATION CONSULTANTS	M	1.00	0.0	1.00	0.67	0.81	RK=35.0
	SD	0.53	0.0	1.00	1.15	0.75	
	N	8.	2.	3.	3.	16.	TI:0C
DIRECTORS OF SPECIAL EDUCATION	M	1.50	0.0	0.80	0.50	0.74	RK=35.5
	SD	1.91	0.0	0.84	0.93	1.15	
	N	4.	2.	5.	8.	19.	TI:0C
SPECIAL EDUCATION TEACHERS	M	0.93	1.34	0.96	0.91	0.97	RK=63.5
	SD	0.93	1.04	1.05	1.05	1.03	
	N	61.	29.	76.	106.	272.	TI:0C
REGULAR ELEMENTARY TEACHERS	M	0.0	0.44	0.88	1.01	0.95	RK=62.5
	SD	0.0	0.73	1.15	1.09	1.08	
	N	0.	9.	24.	105.	138.	TI:0C
SUPER.,PRIN. & DIRECTORS COMBINED	M	1.50	0.50	0.61	0.72	0.72	RK=22.0
	SD	1.91	0.84	0.78	0.82	0.88	
	N	4.	6.	18.	53.	81.	TI:0C
REG. & SPEC. EDUC. TCHRS. COMBINED	M	0.93	1.13	0.94	0.96	0.97	RK=54.5
	SD	0.93	1.04	1.07	1.07	1.04	
	N	61.	38.	100.	211.	410.	TI:0C
DISTRICT SUBTOTALS	M	0.99	0.96	0.95	0.90	0.93	RK=57.5
	SD	0.96	0.98	1.04	1.00	1.00	
	N	86.	55.	137.	307.	585.	TI:0C

TABLE 23

13. SELECTING INNOVATIVE PRACTICES AND RESEARCH FINDINGS APPLICABLE TO LOCAL CURRICULUM IMPROVEMENT ACTIVITIES.

COMPETENCY DIMENSIONS: FUNCTION=DEVELOPING CONTEXT=

		DISTRICT SIZE					
POSITION		INTER. DIST.	25,000+	10,000- 24,999	5,000- 9,999	ROW TOTALS	
SUPERINTENDENTS	M	0.0	1.00	0.0	0.77	0.65	RK=22.0
	SD	0.0	0.0	0.0	0.73	0.70	
	N	0.	1.	3.	13.	17.	TI:JT
PSYCHOLOGISTS	M	0.60	0.50	0.67	0.56	0.58	RK=17.5
	SD	0.55	0.71	0.58	0.73	0.61	
	N	5.	2.	3.	9.	19.	TI:OC/JT/SG
PRINCIPALS	M	0.0	0.33	0.70	0.74	0.70	RK=16.0
	SD	0.0	0.58	0.67	0.58	0.59	
	N	0.	3.	10.	31.	44.	TI:JT
CURRICULUM CONSULTANTS	M	0.0	0.0	1.00	0.25	0.33	RK=30.0
	SD	0.0	0.0	1.41	0.46	0.65	
	N	0.	2.	2.	8.	12.	TI:JT
SPEECH AND HEARING CLINICIANS	M	0.63	0.20	0.73	0.26	0.43	RK=13.0
	SD	0.74	0.45	0.79	0.54	0.65	
	N	8.	5.	11.	23.	47.	TI:JT
SPECIAL EDUCATION CONSULTANTS	M	1.13	0.50	0.67	0.67	0.88	RK=39.5
	SD	0.64	0.71	0.58	0.58	0.62	
	N	8.	2.	3.	3.	16.	TI:OC/JT
DIRECTORS OF SPECIAL EDUCATION	M	1.50	0.0	0.60	0.50	0.68	RK=29.5
	SD	0.58	0.0	0.89	0.76	0.82	
	N	4.	2.	5.	8.	19.	TI:OC/JT
SPECIAL EDUCATION TEACHERS	M	0.58	0.59	0.63	0.71	0.65	RK=17.5
	SD	0.70	0.63	0.81	0.87	0.79	
	N	60.	29.	76.	104.	269.	TI:JT
REGULAR ELEMENTARY TEACHERS	M	0.0	0.33	0.58	0.77	0.71	RK=28.5
	SD	0.0	0.71	0.97	0.94	0.93	
	N	0.	9.	24.	104.	137.	TI:JT
SUPER.,PRIN. & DIRECTORS COMBINED	M	1.50	0.33	0.56	0.71	0.69	RK=15.5
	SD	0.58	0.52	0.70	0.64	0.67	
	N	4.	6.	18.	52.	80.	TI:JT
REG. & SPEC. EDUC. TCHRS. COMBINED	M	0.58	0.53	0.62	0.74	0.67	RK=21.0
	SD	0.70	0.65	0.85	0.90	0.84	
	N	60.	38.	100.	208.	406.	TI:JT
DISTRICT SUBTOTALS	M	0.68	0.45	0.63	0.68	0.65	RK=19.0
	SD	0.71	0.60	0.81	0.83	0.79	
	N	85.	55.	137.	303.	580.	TI:JT

TABLE 24

14. COMMUNICATING EFFECTIVELY THE NEED FOR FUNDING OF CURRICULUM-RELATED PROJECTS.

COMPETENCY DIMENSIONS: FUNCTION=SERV. AS LIAIS.CONTEXT=SUPP. SYSTEMS

		DISTRICT SIZE					
POSITION		INTER. DIST.	25,000+	10,000-24,999	5,000-9,999	ROW TOTALS	
SUPERINTENDENTS	M	0.0	1.00	0.67	0.92	0.88	RK=45.5
	SD	0.0	0.0	1.15	0.86	0.86	
	N	0.	1.	3.	13.	17.	TI:SG
PSYCHOLOGISTS	M	1.20	0.0	0.33	1.22	0.95	RK=48.5
	SD	0.84	0.0	0.58	1.48	1.18	
	N	5.	2.	3.	9.	19.	TI:JT
PRINCIPALS	M	0.0	1.33	0.90	0.88	0.91	RK=46.0
	SD	0.0	0.58	1.37	0.94	1.02	
	N	0.	3.	10.	32.	45.	TI:JT
CURRICULUM CONSULTANTS	M	0.0	0.50	0.50	0.38	0.42	RK=54.5
	SD	0.0	0.71	0.71	0.52	0.51	
	N	0.	2.	2.	8.	12.	TI:JT
SPEECH AND HEARING CLINICIANS	M	1.13	0.60	1.45	0.65	0.91	RK=48.0
	SD	0.99	0.55	1.29	0.88	1.02	
	N	8.	5.	11.	23.	47.	TI:JT
SPECIAL EDUCATION CONSULTANTS	M	0.88	0.50	0.67	0.0	0.63	RK=21.5
	SD	0.64	0.71	0.58	0.0	0.62	
	N	8.	2.	3.	3.	16.	TI:SG
DIRECTORS OF SPECIAL EDUCATION	M	1.50	0.0	1.40	0.50	0.89	RK=47.5
	SD	1.00	0.0	1.52	0.76	1.10	
	N	4.	2.	5.	8.	19.	TI:SG
SPECIAL EDUCATION TEACHERS	M	0.56	0.62	0.74	0.53	0.60	RK=14.0
	SD	0.74	0.82	0.91	0.84	0.84	
	N	61.	29.	76.	106.	272.	TI:JT
REGULAR ELEMENTARY TEACHERS	M	0.0	0.67	0.75	0.86	0.83	RK=42.5
	SD	0.0	0.87	0.99	1.07	1.04	
	N	0.	9.	24.	105.	138.	TI:JT
SUPER.,PRIN. & DIRECTORS COMBINED	M	1.50	0.83	1.00	0.83	0.90	RK=43.5
	SD	1.00	0.75	1.33	0.89	1.00	
	N	4.	6.	18.	53.	81.	TI:JT/SG
REG. & SPEC. EDUC. TCHRS. COMBINED	M	0.56	0.63	0.74	0.69	0.68	RK=23.5
	SD	0.74	0.82	0.93	0.97	0.92	
	N	61.	38.	100.	211.	410.	TI:JT
DISTRICT SUBTOTALS	M	0.72	0.62	0.82	0.71	0.73	RK=31.0
	SD	0.81	0.76	1.02	0.96	0.94	
	N	86.	55.	137.	307.	585.	TI:JT

TABLE 25

15. COORDINATING THE USE OF FUNDS ALLOCATED FOR CURRICULUM DEVELOPMENT ACTIVITIES.

COMPETENCY DIMENSIONS: FUNCTION=DEVELOPING CONTEXT=CURRICULUM

POSITION		DISTRICT SIZE: INTER. DIST.	25,000+	10,000-24,999	5,000-9,999	ROW TOTALS	
SUPERINTENDENTS	M	0.0	1.00	0.33	0.92	0.82	RK=40.5
	SD	0.0	0.0	0.58	1.19	1.07	
	N	0.	1.	3.	13.	17.	TI:JT
PSYCHOLOGISTS	M	0.80	1.00	0.67	1.22	1.00	RK=53.5
	SD	0.84	0.0	0.58	1.20	0.94	
	N	5.	2.	3.	9.	19.	TI:JT
PRINCIPALS	M	0.0	1.00	1.00	0.81	0.87	RK=40.0
	SD	0.0	1.00	1.41	0.69	0.89	
	N	0.	3.	10.	32.	45.	TI:JT
CURRICULUM CONSULTANTS	M	0.0	0.50	0.0	0.88	0.67	RK=79.5
	SD	0.0	0.71	0.0	0.83	0.78	
	N	0.	2.	2.	8.	12.	TI:JT
SPEECH AND HEARING CLINICIANS	M	0.88	0.40	1.55	0.57	0.83	RK=38.5
	SD	1.13	0.89	1.29	0.95	1.11	
	N	8.	5.	11.	23.	47.	TI:JT
SPECIAL EDUCATION CONSULTANTS	M	1.13	1.00	1.00	0.33	0.94	RK=47.0
	SD	0.99	1.41	0.0	0.58	0.85	
	N	8.	2.	3.	3.	16.	TI:JT
DIRECTORS OF SPECIAL EDUCATION	M	1.50	0.0	1.80	0.38	0.95	RK=53.5
	SD	1.29	0.0	0.84	0.52	1.03	
	N	4.	2.	5.	8.	19.	TI:JT
SPECIAL EDUCATION TEACHERS	M	0.66	0.50	0.75	0.43	0.58	RK=13.0
	SD	1.01	0.84	0.94	0.78	0.89	
	N	61.	28.	76.	106.	271.	TI:JT
REGULAR ELEMENTARY TEACHERS	M	0.0	0.33	0.71	0.68	0.66	RK=24.0
	SD	0.0	0.50	1.00	0.98	0.96	
	N	0.	9.	24.	105.	138.	TI:JT
SUPER.,PRIN. & DIRECTORS COMBINED	M	1.50	0.67	1.11	0.77	0.88	RK=38.0
	SD	1.29	0.82	1.23	0.82	0.95	
	N	4.	6.	18.	53.	81.	TI:JT
REG. & SPEC. EDUC. TCHRS. COMBINED	M	0.66	0.46	0.74	0.55	0.61	RK=14.5
	SD	1.01	0.77	0.95	0.89	0.92	
	N	61.	37.	100.	211.	409.	TI:JT
DISTRICT SUBTOTALS	M	0.77	0.52	0.85	0.62	0.68	RK=23.0
	SD	1.03	0.77	1.02	0.89	0.94	
	N	86.	54.	137.	307.	584.	TI:JT

TABLE 26

16. DETERMINING COMMITMENT OF FUNDS FOR CURRICULUM DEVELOPMENT ACTIVITIES AS COMPARED TO OTHER ASPECTS OF SCHOOL OPERATION.

COMPETENCY DIMENSIONS: FUNCTION= CONTEXT=CURRICULUM

		DISTRICT SIZE					
POSITION		INTER. DIST.	25,000+	10,000-24,999	5,000-9,999	ROW TOTALS	
SUPERINTENDENTS	M	0.0	2.00	1.33	1.54	1.53	RK=96.0
	SD	0.0	0.0	1.53	1.27	1.23	
	N	0.	1.	3.	13.	17.	TI:OC/JT/SG
PSYCHOLOGISTS	M	1.40	1.00	1.00	1.44	1.32	RK=83.0
	SD	0.55	0.0	1.73	1.24	1.06	
	N	5.	2.	3.	9.	19.	TI:JT
PRINCIPALS	M	0.0	1.00	1.40	1.25	1.27	RK=89.5
	SD	0.0	1.00	1.17	0.84	0.91	
	N	0.	3.	10.	32.	45.	TI:JT/SG
CURRICULUM CONSULTANTS	M	0.0	1.00	0.50	1.13	1.00	RK=96.0
	SD	0.0	0.0	0.71	0.83	0.74	
	N	0.	2.	2.	8.	12.	TI:JT
SPEECH AND HEARING CLINICIANS	M	1.38	0.60	2.09	1.00	1.28	RK=81.5
	SD	1.30	0.89	1.14	0.95	1.14	
	N	8.	5.	11.	23.	47.	TI:JT
SPECIAL EDUCATION CONSULTANTS	M	1.13	2.00	1.00	0.67	1.13	RK=72.0
	SD	0.83	1.41	1.00	0.58	0.89	
	N	8.	2.	3.	3.	16.	TI:OC/JT/SG
DIRECTORS OF SPECIAL EDUCATION	M	1.25	0.0	2.20	0.75	1.16	RK=72.0
	SD	0.96	0.0	1.10	0.89	1.12	
	N	4.	2.	5.	8.	19.	TI:JT
SPECIAL EDUCATION TEACHERS	M	0.97	0.93	1.29	0.92	1.04	RK=73.0
	SD	0.99	0.87	1.08	0.96	1.00	
	N	60.	27.	76.	106.	269.	TI:JT
REGULAR ELEMENTARY TEACHERS	M	0.0	1.00	0.83	1.17	1.10	RK=79.5
	SD	0.0	0.87	1.01	1.03	1.02	
	N	0.	9.	24.	104.	137.	TI:JT
SUPER.,PRIN. & DIRECTORS COMBINED	M	1.25	0.83	1.61	1.25	1.30	RK=89.0
	SD	0.96	0.98	1.20	0.98	1.03	
	N	4.	6.	18.	53.	81.	TI:JT
REG. & SPEC. EDUC. TCHRS. COMBINED	M	0.97	0.94	1.19	1.05	1.06	RK=75.0
	SD	0.99	0.86	1.08	1.00	1.01	
	N	60.	36.	100.	210.	406.	TI:JT
DISTRICT SUBTOTALS	M	1.06	0.94	1.29	1.09	1.12	RK=80.0
	SD	0.98	0.86	1.13	0.99	1.02	
	N	85.	53.	137.	306.	581.	TI:JT

TABLE 27

17. FORMULATING CURRICULUM PRIORITIES IN RELATION TO AVAILABLE FINANCIAL RESOURCES.

COMPETENCY DIMENSIONS: FUNCTION=DEVELOPING CONTEXT=CURRICULUM

		DISTRICT SIZE					
POSITION		INTER. DIST.	25,000+	10,000-24,999	5,000-9,999	ROW TOTALS	
SUPERINTENDENTS	M	0.0	2.00	0.33	0.54	0.59	RK=15.5
	SD	0.0	0.0	0.58	0.66	0.71	
	N	0.	1.	3.	13.	17.	TI:OC/JT
PSYCHOLOGISTS	M	1.00	1.00	0.33	0.22	0.53	RK=14.0
	SD	0.71	0.0	0.58	0.44	0.61	
	N	5.	2.	3.	9.	19.	TI:JT
PRINCIPALS	M	0.0	0.67	1.20	0.88	0.93	RK=[illegible]
	SD	0.0	0.58	1.14	1.01	1.01	
	N	0.	3.	10.	32.	45.	TI:JT
CURRICULUM CONSULTANTS	M	0.0	0.0	0.0	0.25	0.17	RK=16.0
	SD	0.0	0.0	0.0	0.46	0.39	
	N	0.	2.	2.	5.	12.	TI:OC/JT
SPEECH AND HEARING CLINICIANS	M	0.50	0.40	1.18	0.32	0.57	RK=16.5
	SD	0.53	0.55	1.33	0.57	0.86	
	N	8.	5.	11.	22.	46.	TI:JT
SPECIAL EDUCATION CONSULTANTS	M	0.88	0.0	0.0	0.67	0.56	RK=17.0
	SD	0.64	0.0	0.0	0.58	0.63	
	N	8.	2.	3.	3.	16.	TI:JT
DIRECTORS OF SPECIAL EDUCATION	M	0.25	0.0	1.60	0.25	0.58	RK=16.0
	SD	0.50	0.0	0.89	0.46	0.84	
	N	4.	2.	5.	8.	19.	TI:JT
SPECIAL EDUCATION TEACHERS	M	0.61	0.41	0.80	0.55	0.62	RK=15.0
	SD	0.71	0.63	0.97	0.85	0.84	
	N	61.	29.	76.	106.	272.	TI:JT
REGULAR ELEMENTARY TEACHERS	M	0.0	0.44	0.54	0.66	0.62	RK=16.5
	SD	0.0	0.88	0.72	0.90	0.86	
	N	0.	9.	24.	105.	138.	TI:JT
SUPER.,PRIN. & DIRECTORS COMBINED	M	0.25	0.67	1.17	0.70	0.78	RK=23.0
	SD	0.50	0.82	1.04	0.89	0.92	
	N	4.	6.	18.	53.	81.	TI:JT
REG. & SPEC. EDUC. TCHRS. COMBINED	M	0.61	0.42	0.74	0.60	0.62	RK=17.0
	SD	0.71	0.68	0.92	0.97	0.85	
	N	61.	38.	100.	211.	410.	TI:JT
DISTRICT SUBTOTALS	M	0.63	0.44	0.80	0.58	0.62	RK=15.5
	SD	0.69	0.66	0.97	0.84	0.84	
	N	86.	55.	137.	396.	584.	TI:JT

TABLE 28

18. ASSESSING THE EXTENT TO WHICH A CURRICULUM PROJECT HAS BEEN SUCCESSFUL IN TRANSLATING GENERAL CURRICULUM GOALS INTO ACTUAL CLASSPOOM PRACTICES AND PROCEDURES.

COMPETENCY DIMENSIONS: FUNCTION=EVALUATING CONTEXT=CURRICULUM

		DISTRICT SIZE					
POSITION		INTER. DIST.	25,000+	10,000- 24,999	5,000- 9,999	ROW TOTALS	
SUPERINTENDENTS	M	0.0	1.00	0.0	0.46	0.41	RK= 7.5
	SD	0.0	0.0	0.0	0.88	0.80	
	N	0.	1.	3.	13.	17.	TI:JT
PSYCHOLOGISTS	M	0.40	0.50	0.33	0.22	0.32	RK= 8.0
	SD	0.55	0.71	0.58	0.44	0.48	
	N	5.	2.	3.	9.	19.	TI:OC/JT
PRINCIPALS	M	0.0	0.33	0.40	0.38	0.38	RK= 1.5
	SD	0.0	0.58	0.97	0.61	0.69	
	N	0.	3.	10.	32.	45.	TI:JT
CURRICULUM CONSULTANTS	M	0.0	0.0	0.0	0.13	0.08	RK= 9.0
	SD	0.0	0.0	0.0	0.35	0.29	
	N	0.	2.	2.	8.	12.	TI:OC
SPEECH AND HEARING CLINICIANS	M	0.50	0.40	0.91	0.30	0.49	RK=14.0
	SD	0.76	0.55	1.22	0.56	0.80	
	N	8.	5.	11.	23.	47.	TI:JT
SPECIAL EDUCATION CONSULTANTS	M	0.50	0.50	0.33	0.67	0.50	RK=11.5
	SD	0.53	0.71	0.58	1.15	0.53	
	N	8.	2.	3.	3.	16.	TI:JT
DIRECTORS OF SPECIAL EDUCATION	M	0.25	0.0	0.60	0.0	0.21	RK= 3.0
	SD	0.50	0.0	0.89	0.0	0.54	
	N	4.	2.	5.	8.	19.	TI:JT
SPECIAL EDUCATION TEACHERS	M	0.33	0.29	0.5	0.54	0.45	RK= 6.0
	SD	0.51	0.66	0.72	0.87	0.74	
	N	60.	28.	76.	105.	269.	TI:JT
REGULAR ELEMENTARY TEACHERS	M	0.0	0.56	0.22	0.57	0.51	RK= 9.0
	SD	0.0	0.73	0.42	0.89	0.83	
	N	0.	9.	23.	103.	135.	TI:JT
SUPER.,PRIN. & DIRECTORS COMBINED	M	0.25	0.33	0.39	0.34	0.35	RK= 3.0
	SD	0.50	0.52	0.85	0.65	0.67	
	N	4.	6.	18.	53.	81.	TI:JT
REG. & SPEC. EDUC. TCHRS. COMBINED	M	0.33	0.35	0.41	0.56	0.47	RK= 6.5
	SD	0.51	0.68	0.67	0.88	0.77	
	N	60.	37.	99.	208.	404.	TI:JT
DISTRICT SUBTOTALS	M	0.36	0.35	0.44	0.48	0.44	RK= 6.0
	SD	0.53	0.62	0.75	0.81	0.74	
	N	85.	54.	136.	304.	579.	TI:JT

TABLE 29

19. ADAPTING INNOVATIVE ELEMENTS OF REGULAR EDUCATION PRACTICES (E.G., SCHEDULING OR GROUPING TECHNIQUES) TO PROGRAMS FOR EXCEPTIONAL CHILDREN.

COMPETENCY DIMENSIONS: FUNCTION=DEVELOPING CONTEXT=INSTRUCTION

		DISTRICT SIZE					
POSITION		INTER. DIST.	25,000+	10,000-24,999	5,000-9,999	RCH TOTALS	
SUPERINTENDENTS	M	0.0	1.00	0.0	1.08	0.88	RK=45.5
	SD	0.0	0.0	0.0	1.04	0.99	
	N	0.	1.	3.	13.	17.	TI:OC/JT
PSYCHOLOGISTS	M	0.60	1.50	2.67	0.89	1.16	RK=69.0
	SD	0.55	0.71	0.58	0.60	0.90	
	N	5.	2.	3.	9.	19.	TI:OC/JT
PRINCIPALS	M	0.0	0.33	0.30	0.88	0.71	RK=18.0
	SD	0.0	0.58	0.67	0.87	0.84	
	N	0.	3.	10.	32.	45.	TI:JT
CURRICULUM CONSULTANTS	M	0.0	0.0	0.50	0.63	0.50	RK=65.5
	SD	0.0	0.0	0.71	0.52	0.52	
	N	0.	2.	2.	8.	12.	TI:JT
SPEECH AND HEARING CLINICIANS	M	1.50	0.40	0.82	0.57	0.77	RK=31.0
	SD	1.07	0.55	0.87	0.66	0.84	
	N	8.	5.	11.	23.	47.	TI:JT
SPECIAL EDUCATION CONSULTANTS	M	1.00	0.0	1.67	0.33	0.88	RK=39.5
	SD	0.76	0.0	0.58	0.58	0.81	
	N	8.	2.	3.	3.	16.	TI:JT
DIRECTORS OF SPECIAL EDUCATION	M	1.75	2.00	0.40	0.75	1.00	RK=56.5
	SD	0.50	2.83	0.89	1.04	1.20	
	N	4.	2.	5.	8.	19.	TI:JT
SPECIAL EDUCATION TEACHERS	M	0.52	0.63	0.79	0.63	0.65	RK=17.5
	SD	0.75	0.74	0.98	0.83	0.85	
	N	60.	27.	75.	103.	265.	TI:JT
REGULAR ELEMENTARY TEACHERS	M	0.0	0.63	0.21	0.69	0.60	RK=13.0
	SD	0.0	0.52	0.51	0.87	0.82	
	N	0.	8.	24.	105.	137.	TI:JT
SUPER.,PRIN. & DIRECTORS COMBINED	M	1.75	1.00	0.28	0.91	0.91	RK=31.0
	SD	0.50	1.55	0.67	0.93	0.96	
	N	4.	6.	18.	53.	81.	TI:JT
REG. & SPEC. EDUC. TCHRS. COMBINED	M	0.52	0.63	0.65	0.66	0.63	RK=18.0
	SD	0.75	0.69	0.92	0.85	0.84	
	N	60.	35.	99.	208.	402.	TI:JT
DISTRICT SUBTOTALS	M	0.72	0.63	0.68	0.70	0.69	RK=24.5
	SD	0.84	0.82	0.93	0.84	0.86	
	N	85.	52.	136.	304.	577.	TI:JT

TABLE 30

20. CONDUCTING RESEARCH ACTIVITIES ON CURRICULUM AND INSTRUCTION.

COMPETENCY DIMENSIONS: FUNCTION=EVALUATING CONTEXT=SUPP. SYSTEMS

POSITION		DISTRICT SIZE: INTER. DIST.	25,000+	10,000-24,999	5,000-9,999	ROW TOTALS	
SUPERINTENDENTS	M	0.0	1.00	0.0	1.54	1.24	RK=86.0
	SD	0.0	0.0	0.0	1.05	1.09	
	N	0.	1.	3.	13.	17.	TI:OC
PSYCHOLOGISTS	M	1.40	1.50	1.33	1.11	1.26	RK=78.5
	SD	0.55	0.71	0.58	0.93	0.73	
	N	5.	2.	3.	9.	19.	TI:OC
PRINCIPALS	M	0.0	0.67	0.70	0.97	0.89	RK=43.5
	SD	0.0	0.58	0.82	0.69	0.69	
	N	0.	3.	10.	32.	45.	TI:OC
CURRICULUM CONSULTANTS	M	0.0	1.50	1.00	0.38	0.67	RK=79.5
	SD	0.0	2.12	0.0	0.52	0.89	
	N	0.	2.	2.	8.	12.	TI:OC/JT/SG
SPEECH AND HEARING CLINICIANS	M	2.00	1.40	1.73	1.00	1.38	RK=92.0
	SD	1.31	0.55	1.10	1.00	1.09	
	N	8.	5.	11.	23.	47.	TI:OC
SPECIAL EDUCATION CONSULTANTS	M	1.75	1.50	1.00	1.33	1.50	RK=94.5
	SD	0.71	0.71	1.00	1.53	0.89	
	N	8.	2.	3.	3.	16.	TI:OC
DIRECTORS OF SPECIAL EDUCATION	M	2.00	1.00	1.40	1.25	1.42	RK=48.5
	SD	0.0	0.0	1.14	1.04	0.90	
	N	4.	2.	5.	8.	19.	TI:OC
SPECIAL EDUCATION TEACHERS	M	1.07	0.97	1.32	1.31	1.22	RK=84.0
	SD	0.95	0.87	1.18	1.06	1.06	
	N	60.	29.	76.	105.	270.	TI:OC
REGULAR ELEMENTARY TEACHERS	M	0.0	0.44	1.13	1.15	1.10	RK=79.5
	SD	0.0	0.73	0.95	1.05	1.02	
	N	0.	9.	24.	104.	137.	TI:OC
SUPER.,PRIN. & DIRECTORS COMBINED	M	2.00	0.83	0.78	1.15	1.09	RK=74.0
	SD	0.0	0.81	0.94	0.84	0.85	
	N	4.	6.	18.	53.	81.	TI:OC
REG. & SPEC. EDUC. TCHRS. COMBINED	M	1.07	0.84	1.27	1.24	1.18	RK=82.0
	SD	0.95	0.86	1.13	1.06	1.05	
	N	60.	38.	100.	209.	407.	TI:OC
DISTRICT SUBTOTALS	M	1.28	0.96	1.23	1.18	1.19	RK=43.0
	SD	0.98	0.84	1.09	1.01	1.01	
	N	85.	55.	137.	305.	582.	TI:OC

TABLE 31

21. ADVISING ADMINISTRATORS ON THE NEED FOR DISTRICT INVOLVEMENT IN RESEARCH ACTIVITIES.

COMPETENCY DIMENSIONS: FUNCTION=ADVISING CONTEXT=SUPP. SYSTEMS

		DISTRICT SIZE					
POSITION		INTER. DIST.	25,000+	10,000- 24,999	5,000- 9,999	ROW TOTALS	
SUPERINTEN- DENTS	M	0.0	1.00	0.33	1.69	1.41	RK=91.5
	SD	0.0	0.0	0.58	1.03	1.06	
	N	0.	1.	3.	13	17.	TI:DC/JT/SG
PSYCHOLOGISTS	M	2.00	0.0	1.67	1.33	1.42	RK=39.5
	SD	0.0	0.0	0.58	0.87	0.84	
	N	5.	2.	3.	9.	19.	TI:JT/SG
PRINCIPALS	M	0.0	1.67	1.00	1.19	1.13	RK=83.0
	SD	0.0	1.15	0.94	0.86	0.89	
	N	0.	3.	10.	32.	45.	TI:JT
CURRICULUM CONSULTANTS	M	0.0	1.00	1.00	0.75	0.83	RK=91.0
	SD	0.0	0.0	0.0	0.71	0.58	
	N	0.	2.	2.	8.	12.	TI:DC/JT/SG
SPEECH AND HEARING CLINICIANS	M	1.88	1.20	1.91	0.91	1.34	RK=87.5
	SD	1.46	0.84	0.83	1.04	1.13	
	N	8.	5.	11.	23.	47.	TI:DC/JT
SPECIAL EDUCATION CONSULTANTS	M	2.13	2.00	0.33	1.33	1.63	RK=98.5
	SD	0.83	1.41	0.58	1.53	1.15	
	N	8.	2.	3.	3.	16.	TI:JT
DIRECTORS OF SPECIAL EDUCATION	M	2.25	1.00	1.80	1.13	1.53	RK=94.0
	SD	0.50	0.0	0.84	0.99	0.90	
	N	4.	2.	5.	8.	19.	TI:JT
SPECIAL EDUCATION TEACHERS	M	1.15	1.31	1.37	1.37	1.31	RK=91.5
	SD	0.85	0.71	1.11	1.23	1.07	
	N	61.	29.	76.	105.	271.	TI:JT
REGULAR ELEMENTARY TEACHERS	M	0.0	0.78	1.08	1.39	1.30	RK=89.0
	SD	0.0	0.97	0.93	1.08	1.06	
	N	0.	9.	24.	105.	138.	TI:JT
SUPER., PRIN. & DIRECTORS COMBINED	M	2.25	1.33	1.11	1.30	1.31	RK=90.0
	SD	0.50	0.82	0.96	0.93	0.93	
	N	4.	6.	18.	53.	81.	TI:JT
REG. & SPEC. EDUC. TCHRS. COMBINED	M	1.15	1.18	1.30	1.38	1.31	RK=91.5
	SD	0.85	0.80	1.07	1.15	1.06	
	N	61.	38.	100.	210.	409.	TI:JT
DISTRICT SUBTOTALS	M	1.41	1.18	1.31	1.31	1.31	RK=92.0
	SD	0.96	0.82	1.03	1.10	1.04	
	N	86.	55.	137.	306.	584.	TI:JT

TABLE 32

22. STIMULATING PARTICIPATION OF TEACHERS IN RESEARCH ACTIVITIES.

COMPETENCY DIMENSIONS: FUNCTION= CONTEXT=SUPP. SYSTEMS

		DISTRICT SIZE					
POSITION		INTER. DIST.	25,000+	10,000-24,999	5,000-9,999	ROW TOTALS	
SUPERINTENDENTS	M	0.0	2.00	0.33	1.62	1.41	RK=91.5
	SD	0.0	0.0	0.58	1.50	1.42	
	N	0.	1.	3.	13.	17.	TI:OC/SG
PSYCHOLOGISTS	M	1.80	0.0	1.67	1.11	1.26	RK=78.5
	SD	0.45	0.0	0.58	1.05	0.93	
	N	5.	2.	3.	9.	19.	TI:JT/SG
PRINCIPALS	M	0.0	1.67	0.70	1.09	1.04	RK=64.5
	SD	0.0	0.58	0.67	0.82	0.80	
	N	0.	3.	10.	32.	45.	TI:JT
CURRICULUM CONSULTANTS	M	0.0	0.0	1.00	0.63	0.58	RK=72.0
	SD	0.0	0.0	0.0	0.52	0.51	
	N	0.	2.	2.	8.	12.	TI:JT
SPEECH AND HEARING CLINICIANS	M	1.63	1.00	1.64	1.04	1.28	RK=81.5
	SD	1.41	1.00	0.92	0.71	0.95	
	N	8.	5.	11.	23.	47.	TI:JT/SG
SPECIAL EDUCATION CONSULTANTS	M	1.50	0.50	1.00	1.33	1.25	RK=85.0
	SD	0.53	0.71	1.00	1.53	0.86	
	N	8.	2.	3.	3.	16.	TI:OC/JT/SG
DIRECTORS OF SPECIAL EDUCATION	M	2.25	1.50	2.00	1.00	1.58	RK=96.5
	SD	0.50	0.71	1.00	1.07	1.02	
	N	4.	2.	5.	8.	19.	TI:OC/JT/SG
SPECIAL EDUCATION TEACHERS	M	1.18	1.03	1.40	1.32	1.28	RK=90.0
	SD	1.06	0.87	1.17	1.24	1.15	
	N	61.	29.	75.	106.	271.	TI:JT
REGULAR ELEMENTARY TEACHERS	M	0.0	0.67	1.00	1.21	1.14	RK=83.5
	SD	0.0	1.00	1.06	1.12	1.11	
	N	0.	9.	24.	104.	137.	TI:JT
SUPER., PRIN. & DIRECTORS COMBINED	M	2.25	1.67	1.00	1.21	1.25	RK=86.5
	SD	0.50	0.52	0.97	1.06	1.02	
	N	4.	6.	18.	53.	81.	TI:JT
REG. & SPEC. EDUC. TCHRS. COMBINED	M	1.18	0.95	1.30	1.27	1.23	RK=85.0
	SD	1.06	0.90	1.16	1.18	1.13	
	N	61.	38.	99.	210.	408.	TI:JT
DISTRICT SUBTOTALS	M	1.34	0.95	1.29	1.22	1.23	RK=85.0
	SD	1.04	0.89	1.09	1.12	1.08	
	N	86.	55.	136.	306.	583.	TI:JT

TABLE 33

23. OBTAINING ASSISTANCE FROM EXPERTS ON RESEARCH PROBLEMS (E.G., ADVICE ON DESIGN OR MEASUREMENT TOOLS).

COMPETENCY DIMENSIONS: FUNCTION=SERV. AS LIAIS.CONTEXT=SUPP. SYSTEMS

		DISTRICT SIZE					
POSITION		INTER. DIST.	25,000+	10,000-24,999	5,000-9,999	ROW TOTALS	
SUPERINTENDENTS	M	0.0	1.00	0.0	1.46	1.18	RK=83.0
	SD	0.0	0.0	0.0	1.05	1.07	
	N	0.	1.	3.	13.	17.	TI:OC
PSYCHOLOGISTS	M	1.20	1.00	1.33	0.89	1.05	RK=58.5
	SD	1.10	0.0	1.53	0.93	0.97	
	N	5.	2.	3.	9.	19.	TI:OC
PRINCIPALS	M	0.0	1.00	0.60	1.09	0.98	RK=56.5
	SD	0.0	1.00	0.70	0.96	0.92	
	N	0.	3.	10.	32.	45.	TI:OC
CURRICULUM CONSULTANTS	M	0.0	0.0	1.00	0.50	0.50	RK=65.5
	SD	0.0	0.0	0.0	0.53	0.52	
	N	0.	2.	2.	8.	12.	TI:OC/JT/SG
SPEECH AND HEARING CLINICIANS	M	1.63	1.20	1.45	0.74	1.11	RK=68.5
	SD	1.51	1.10	0.82	0.75	1.01	
	N	8.	5.	11.	23.	47.	TI:OC
SPECIAL EDUCATION CONSULTANTS	M	1.75	0.50	1.00	0.33	1.19	RK=80.0
	SD	0.71	0.71	1.00	0.58	0.91	
	N	8.	2.	3.	3.	16.	TI:OC
DIRECTORS OF SPECIAL EDUCATION	M	1.50	1.00	1.60	1.00	1.26	RK=82.5
	SD	0.58	0.0	1.34	1.20	1.05	
	N	4.	2.	5.	8.	19.	TI:OC
SPECIAL EDUCATION TEACHERS	M	1.15	1.03	1.26	1.28	1.22	RK=84.0
	SD	1.14	0.98	1.11	1.16	1.12	
	N	61.	29.	76.	105.	271.	TI:OC
REGULAR ELEMENTARY TEACHERS	M	0.0	0.44	0.92	1.14	1.06	RK=75.0
	SD	0.0	1.01	0.93	1.07	1.05	
	N	0.	9.	24.	105.	138.	TI:OC
SUPER., PRIN. & DIRECTORS COMBINED	M	1.50	1.00	0.78	1.17	1.09	RK=74.0
	SD	0.58	0.63	1.00	1.01	0.99	
	N	4.	6.	19.	53.	81.	TI:OC
REG. & SPEC. EDUC. TCHRS. COMBINED	M	1.15	0.89	1.18	1.21	1.16	RK=81.0
	SD	1.14	1.01	1.08	1.11	1.10	
	N	61.	38.	100.	210.	409.	TI:OC
DISTRICT SUBTOTALS	M	1.27	0.89	1.15	1.13	1.13	RK=81.0
	SD	1.12	0.94	1.05	1.06	1.06	
	N	86.	55.	137.	306.	584.	TI:OC

TABLE 34

24. INTERPRETING STATE LAWS AND LEGAL PROVISIONS CONCERNING THE EDUCATION OF EXCEPTIONAL CHILDREN.

COMPETENCY DIMENSIONS: FUNCTION= CONTEXT=SUPP. SYSTEMS

		DISTRICT SIZE					
POSITION		INTER. DIST.	25,000+	10,000-24,999	5,000-9,999	ROW TOTALS	
SUPERINTENDENTS	M	0.0	1.00	0.33	1.08	0.94	RK=50.5
	SD	0.0	0.0	0.58	0.86	0.83	
	N	0.	1.	3.	13.	17.	TI:OC/JT
PSYCHOLOGISTS	M	0.80	2.00	1.33	1.00	1.11	RK=64.5
	SD	0.45	1.41	0.58	0.87	0.81	
	N	5.	2.	3.	9.	19.	TI:OC
PRINCIPALS	M	0.0	2.00	1.10	0.97	1.07	RK=69.0
	SD	0.0	0.0	1.20	1.15	1.14	
	N	0.	3.	10.	32.	45.	TI:OC
CURRICULUM CONSULTANTS	M	0.0	0.50	0.50	0.38	0.42	RK=54.5
	SD	0.0	0.71	0.71	0.52	0.51	
	N	0.	2.	2.	8.	12.	TI:OC
SPEECH AND HEARING CLINICIANS	M	1.25	0.20	1.09	0.70	0.83	RK=38.5
	SD	1.16	0.45	1.14	0.82	0.96	
	N	8.	5.	11.	23.	47.	TI:OC
SPECIAL EDUCATION CONSULTANTS	M	1.25	0.50	0.67	0.67	0.94	RK=47.0
	SD	0.71	0.71	1.15	0.58	0.77	
	N	8.	2.	3.	3.	16.	TI:OC
DIRECTORS OF SPECIAL EDUCATION	M	0.75	2.50	2.20	0.63	1.26	RK=32.5
	SD	0.50	0.71	1.10	0.92	1.15	
	N	4.	2.	5.	8.	19.	TI:JT
SPECIAL EDUCATION TEACHERS	M	0.80	0.62	0.91	0.75	0.79	RK=39.5
	SD	1.03	0.78	1.05	0.97	0.99	
	N	61.	29.	76.	106.	272.	TI:OC
REGULAR ELEMENTARY TEACHERS	M	0.0	0.89	1.00	1.13	1.09	RK=77.5
	SD	0.0	0.78	1.14	1.17	1.14	
	N	0.	9.	24.	105.	138.	TI:OC
SUPER.,PRIN. & DIRECTORS COMBINED	M	0.75	2.00	1.28	0.94	1.09	RK=74.0
	SD	0.50	0.63	1.23	1.05	1.07	
	N	4.	6.	18.	53.	81.	TI:OC
REG. & SPEC. EDUC. TCHRS. COMBINED	M	0.80	0.68	0.93	0.94	0.90	RK=54.5
	SD	1.03	0.77	1.07	1.09	1.05	
	N	61.	38.	100.	211.	410.	TI:OC
DISTRICT SUBTOTALS	M	0.88	0.82	0.99	0.91	0.91	RK=53.0
	SD	0.98	0.88	1.08	1.04	1.03	
	N	86.	55.	137.	307.	585.	TI:OC

TABLE 35

25. RECOMMENDING RELEVANT PROFESSIONAL LITERATURE REGARDING CURRICULUM PRACTICES APPLICABLE TO EXCEPTIONAL CHILDREN.

COMPETENCY DIMENSIONS: FUNCTION=ADVISING CONTEXT=CURRICULUM

		DISTRICT SIZE					
POSITION		INTER. DIST.	25,000+	10,000-24,999	5,000-9,999	ROW TOTALS	
SUPERINTENDENTS	M	0.0	1.00	0.33	0.77	0.71	RK=30.0
	SD	0.0	0.0	0.58	0.60	0.59	
	N	0.	1.	3.	13.	17.	TI:OC
PSYCHOLOGISTS	M	0.80	1.50	1.67	0.67	0.95	RK=48.5
	SD	0.45	0.71	0.58	0.71	0.71	
	N	5.	2.	3.	9.	19.	TI:OC
PRINCIPALS	M	0.0	0.67	0.90	1.00	0.96	RK=52.0
	SD	0.0	0.58	0.88	0.95	0.90	
	N	0.	3.	10.	32.	45.	TI:OC
CURRICULUM CONSULTANTS	M	0.0	0.0	0.50	0.25	0.25	RK=25.5
	SD	0.0	0.0	0.71	0.46	0.45	
	N	0.	2.	2.	8.	12.	TI:OC/JT
SPEECH AND HEARING CLINICIANS	M	0.75	1.00	1.45	0.87	1.00	RK=57.5
	SD	0.46	0.71	0.93	0.92	0.86	
	N	8.	5.	11.	23.	47.	TI:OC
SPECIAL EDUCATION CONSULTANTS	M	1.14	0.0	1.33	0.67	0.93	RK=43.0
	SD	1.07	0.0	0.58	0.58	0.88	
	N	7.	2.	3.	3.	15.	TI:OC
DIRECTORS OF SPECIAL EDUCATION	M	1.25	0.50	1.20	1.00	1.05	RK=60.5
	SD	0.96	0.71	0.84	0.93	0.85	
	N	4.	2.	5.	8.	19.	TI:OC/SG
SPECIAL EDUCATION TEACHERS	M	0.80	0.83	0.92	1.03	0.93	RK=56.5
	SD	0.96	0.80	0.91	0.99	0.94	
	N	61.	29.	76.	106.	272.	TI:OC
REGULAR ELEMENTARY TEACHERS	M	0.0	0.33	0.54	1.07	0.93	RK=59.5
	SD	0.0	0.71	0.66	1.05	1.00	
	N	0.	9.	24.	105.	138.	TI:OC
SUPER.,PRIN. & DIRECTORS COMBINED	M	1.25	0.67	0.89	0.94	0.93	RK=48.5
	SD	0.96	0.52	0.83	0.86	0.83	
	N	4.	6.	18.	53.	81.	TI:OC
REG. & SPEC. EDUC. TCHRS. COMBINED	M	0.80	0.71	0.83	1.05	0.93	RK=58.0
	SD	0.96	0.80	0.87	1.02	0.96	
	N	61.	38.	100.	211.	410.	TI:OC
DISTRICT SUBTOTALS	M	0.85	0.71	0.91	0.98	0.92	RK=54.5
	SD	0.91	0.76	0.87	0.97	0.92	
	N	85.	55.	137.	307.	584.	TI:OC

TABLE 36

26. DESIGNING EVALUATION PROCEDURES WHICH IDENTIFY THE STRENGTHS AND WEAKNESSES OF A TOTAL INSTRUCTIONAL PROGRAM.

COMPETENCY DIMENSIONS: FUNCTION=DEVELOPING CONTEXT=INSTRUCTION

POSITION		DISTRICT SIZE: INTER. DIST.	25,000+	10,000-24,999	5,000-9,999	ROW TOTALS	
SUPERINTENDENTS	M	0.0	2.00	0.33	0.85	0.82	RK=40.5
	SD	0.0	0.0	0.58	1.07	1.01	
	N	0.	1.	3.	13.	17.	TI:DC
PSYCHOLOGISTS	M	0.20	0.0	0.67	0.67	0.47	RK=12.0
	SD	0.45	0.0	0.58	0.87	0.70	
	N	5.	2.	3.	9.	19.	TI:DC
PRINCIPALS	M	0.0	0.67	0.60	0.75	0.71	RK=18.0
	SD	0.0	0.58	0.70	0.72	0.69	
	N	0.	3.	10.	32.	45.	TI:DC
CURRICULUM CONSULTANTS	M	0.0	0.0	0.0	0.50	0.33	RK=39.0
	SD	0.0	0.0	0.0	0.76	0.65	
	N	0.	2.	2.	8.	12.	TI:DC
SPEECH AND HEARING CLINICIANS	M	0.43	0.20	0.90	0.17	0.38	RK=10.5
	SD	0.79	0.45	1.10	0.39	0.72	
	N	7.	5.	10.	23.	45.	TI:DC/JT
SPECIAL EDUCATION CONSULTANTS	M	0.88	0.0	1.33	1.00	0.88	RK=33.5
	SD	0.64	0.0	0.58	1.00	0.72	
	N	8.	2.	3.	3.	16.	TI:DC/JT
DIRECTORS OF SPECIAL EDUCATION	M	0.50	0.0	0.80	0.63	0.58	RK=16.0
	SD	1.00	0.0	0.84	1.06	0.90	
	N	4.	2.	5.	8.	19.	TI:DC
SPECIAL EDUCATION TEACHERS	M	0.60	0.62	0.78	0.96	0.68	RK=21.5
	SD	0.78	0.82	0.96	0.90	0.88	
	N	57.	29.	76.	106.	268.	TI:DC
REGULAR ELEMENTARY TEACHERS	M	0.0	0.56	0.21	0.55	0.49	RK= 8.0
	SD	0.0	0.73	0.41	0.91	0.84	
	N	0.	9.	24.	106.	139.	TI:DC/JT
SUPER.,PRIN. & DIRECTORS COMBINED	M	0.50	0.67	0.61	0.75	0.70	RK=18.0
	SD	1.00	0.82	0.70	0.85	0.81	
	N	4.	6.	18.	53.	81.	TI:DC
REG. & SPEC. EDUC. TCHRS. COMBINED	M	0.60	0.61	0.64	0.60	0.61	RK=14.5
	SD	0.78	0.79	0.89	0.90	0.87	
	N	57.	38.	100.	212.	407.	TI:DC
DISTRICT SUBTOTALS	M	0.58	0.51	0.66	0.60	0.60	RK=12.5
	SD	0.76	0.74	0.87	0.87	0.84	
	N	81.	55.	136.	308.	580.	TI:DC

TABLE -37

27. IMPLEMENTING VARIED EVALUATIVE TECHNIQUES FOR ASSESSING TEACHER EFFECTIVENESS (E.G., PEER-EVALUATION, OBSERVATIONAL TECHNIQUES, SELF-APPRAISAL SCALES).

COMPETENCY DIMENSIONS: FUNCTION=EVALUATING CONTEXT=INSTRUCTION

		DISTRICT SIZE					
POSITION		INTER. DIST.	25,000+	10,000- 24,999	5,000- 9,999	ROW TOTALS	
SUPERINTENDENTS	M	0.0	1.00	1.33	1.08	1.12	RK=75.0
	SD	0.0	0.0	1.53	0.86	0.93	
	N	0.	1.	3.	13.	17.	TI:OC/JT
PSYCHOLOGISTS	M	0.80	0.50	0.67	0.89	0.79	RK=36.0
	SD	0.84	0.71	0.58	1.17	0.92	
	N	5.	2.	3.	9.	19.	TI:OC
PRINCIPALS	M	0.0	0.67	0.50	1.39	1.14	RK=78.0
	SD	0.0	0.58	0.53	1.17	1.09	
	N	0.	3.	10.	31.	44.	TI:OC/JT
CURRICULUM CONSULTANTS	M	0.0	0.0	1.00	0.88	0.75	RK=86.5
	SD	0.0	0.0	1.41	0.64	0.75	
	N	0.	2.	2.	8.	12.	TI:OC/JT
SPEECH AND HEARING CLINICIANS	M	1.38	0.60	1.45	1.04	1.15	RK=74.0
	SD	1.51	0.89	0.82	1.15	1.12	
	N	8.	5.	11.	23.	47.	TI:OC/JT
SPECIAL EDUCATION CONSULTANTS	M	1.30	2.00	1.00	0.67	1.25	RK=85.0
	SD	0.52	2.83	1.00	0.58	1.00	
	N	8.	2.	3.	3.	16.	TI:OC/JT
DIRECTORS OF SPECIAL EDUCATION	M	0.75	0.50	1.00	0.38	0.63	RK=23.0
	SD	0.50	0.71	1.00	0.52	0.68	
	N	4.	2.	5.	8.	19.	TI:OC
SPECIAL EDUCATION TEACHERS	M	1.00	1.14	1.28	1.17	1.16	RK=81.0
	SD	1.07	0.99	1.18	1.15	1.12	
	N	57.	29.	76.	105.	267.	TI:OC/JT
REGULAR ELEMENTARY TEACHERS	M	0.0	0.78	0.92	1.07	1.02	RK=72.5
	SD	0.0	0.67	0.97	1.06	1.02	
	N	0.	9.	24.	105.	138.	TI:JT
SUPER.,PRIN. & DIRECTORS COMBINED	M	0.75	0.67	0.78	1.15	1.01	RK=59.0
	SD	0.50	0.52	0.88	1.07	0.99	
	N	4.	6.	18.	52.	80.	TI:OC/JT
REG. & SPEC. EDUC. TCHPS. COMBINED	M	1.00	1.05	1.19	1.12	1.11	RK=30.0
	SD	1.07	0.93	1.14	1.10	1.09	
	N	57.	38.	100.	210.	405.	TI:JT
DISTRICT SUBTOTALS	M	1.05	0.95	1.14	1.10	1.09	RK=77.0
	SD	1.04	0.97	1.08	1.08	1.07	
	N	82.	55.	137.	305.	579.	TI:OC/JT

TABLE 38

28. TRAINING TEACHERS TO INDEPENDENTLY RESOLVE THEIR OWN INSTRUCTIONAL PROBLEMS.

COMPETENCY DIMENSIONS: FUNCTION=TRAINING CONTEXT=INSTRUCTION

		DISTRICT SIZE					
POSITION		INTER. DIST.	25,000+	10,000-24,999	5,000-9,999	ROW TOTALS	
SUPERINTENDENTS	M	0.0	1.00	0.33	0.69	0.65	RK=22.0
	SD	0.0	0.0	0.58	1.03	0.93	
	N	0.	1.	3.	13.	17.	TI:JC/JT
PSYCHOLOGISTS	M	0.60	0.50	0.67	1.00	0.78	RK=38.0
	SD	0.55	0.71	0.58	1.07	0.81	
	N	5.	2.	3.	8.	18.	TI:JT
PRINCIPALS	M	0.0	0.67	0.70	1.25	1.09	RK=70.0
	SD	0.0	1.15	1.06	1.22	1.18	
	N	0.	3.	10.	32.	45.	TI:JT
CURRICULUM CONSULTANTS	M	0.0	0.0	0.50	0.63	0.50	RK=65.5
	SD	0.0	0.0	0.71	0.52	0.52	
	N	0.	2.	2.	8.	12.	TI:JC/JT/SG
SPEECH AND HEARING CLINICIANS	M	1.38	0.60	1.27	0.96	1.06	RK=67.0
	SD	1.30	0.55	1.35	0.93	1.07	
	N	8.	5.	11.	23.	47.	TI:JT
SPECIAL EDUCATION CONSULTANTS	M	1.25	0.50	0.0	0.33	0.75	RK=31.5
	SD	0.89	0.71	0.0	0.58	0.86	
	N	8.	2.	3.	3.	16.	TI:JT
DIRECTORS OF SPECIAL EDUCATION	M	0.25	1.00	1.20	0.88	0.84	RK=43.0
	SD	0.50	0.0	1.10	1.25	1.01	
	N	4.	2.	5.	8.	19.	TI:JC/JT/SG
SPECIAL EDUCATION TEACHERS	M	0.73	0.97	1.07	0.94	0.93	RK=56.5
	SD	0.96	0.98	1.33	1.13	1.14	
	N	59.	29.	75.	105.	268.	TI:JT
REGULAR ELEMENTARY TEACHERS	M	0.0	0.67	0.63	1.04	0.94	RK=61.0
	SD	0.0	1.00	0.88	1.14	1.10	
	N	0.	9.	24.	105.	138.	TI:JT
SUPER.,PRIN. & DIRECTORS COMBINED	M	0.25	0.83	0.78	1.06	0.94	RK=51.5
	SD	0.50	0.75	1.00	1.18	1.10	
	N	4.	6.	18.	53.	81.	TI:JT
REG. & SPEC. EDUC. TCHRS. COMBINED	M	0.73	0.89	0.96	0.99	0.94	RK=60.0
	SD	0.96	0.98	1.24	1.13	1.12	
	N	59.	38.	99.	210.	406.	TI:JT
DISTRICT SUBTOTALS	M	0.81	0.80	0.93	0.98	0.93	RK=57.5
	SD	0.98	0.89	1.20	1.11	1.09	
	N	84.	55.	136.	305.	580.	TI:JT

TABLE 39

29. STIMULATING EDUCATIONAL PERSONNEL TO CONDUCT THEIR OWN REVIEW OF INSTRUCTIONAL RESOURCES AND RESEARCH IN THEIR AREA.

COMPETENCY DIMENSIONS: FUNCTION= CONTEXT=

		DISTRICT SIZE					
POSITION		INTER. DIST.	25,000+	10,000-24,999	5,000-9,999	ROW TOTALS	
SUPERINTENDENTS	M	0.0	1.00	0.0	0.92	0.76	RK=35.5
	SD	0.0	0.0	0.0	0.64	0.66	
	N	0.	1.	3.	13.	17.	TI:OC/JT
PSYCHOLOGISTS	M	1.00	0.50	2.67	1.33	1.37	RK=86.0
	SD	0.0	0.71	0.58	0.50	0.76	
	N	5.	2.	3.	9.	19.	TI:JT
PRINCIPALS	M	0.0	1.33	0.70	1.00	0.95	RK=50.0
	SD	0.0	0.58	0.82	0.85	0.83	
	N	0.	3.	10.	31.	44.	TI:JT
CURRICULUM CONSULTANTS	M	0.0	0.0	0.50	0.38	0.33	RK=34.0
	SD	0.0	0.0	0.71	0.52	0.49	
	N	0.	2.	2.	8.	12.	TI:JT
SPEECH AND HEARING CLINICIANS	M	1.38	0.80	1.50	0.70	1.00	RK=57.5
	SD	1.41	0.45	1.27	0.63	0.99	
	N	8.	5.	10.	23.	46.	TI:JT/SG
SPECIAL EDUCATION CONSULTANTS	M	1.50	1.50	2.00	0.33	1.38	RK=83.5
	SD	0.76	0.71	1.00	0.58	0.89	
	N	8.	2.	3.	3.	16.	TI:OC/JT/SG
DIRECTORS OF SPECIAL EDUCATION	M	0.33	0.50	1.00	0.63	0.67	RK=26.0
	SD	0.58	0.71	0.0	0.92	0.69	
	N	3.	2.	5.	8.	18.	TI:JT
SPECIAL EDUCATION TEACHERS	M	0.95	1.24	1.05	1.16	1.09	RK=76.0
	SD	0.92	0.91	1.01	1.03	0.99	
	N	59.	29.	76.	105.	269.	TI:JT
REGULAR ELEMENTARY TEACHERS	M	0.0	0.67	0.67	0.95	0.88	RK=51.5
	SD	0.0	0.71	0.64	0.89	0.84	
	N	0.	9.	24.	106.	139.	TI:JT
SUPER.,PRIN. & DIRECTORS COMBINED	M	0.33	1.00	0.67	0.92	0.85	RK=34.0
	SD	0.58	0.63	0.69	0.81	0.77	
	N	3.	6.	18.	52.	79.	TI:JT
REG. & SPEC. EDUC. TCHRS. COMBINED	M	0.95	1.11	0.96	1.06	1.02	RK=71.5
	SD	0.92	0.89	0.94	0.96	0.94	
	N	59.	38.	100.	211.	408.	TI:JT
DISTRICT SUBTOTALS	M	1.02	1.02	1.01	0.99	1.00	RK=69.5
	SD	0.94	0.83	0.98	0.91	0.92	
	N	83.	55.	136.	306.	580.	TI:JT

TABLE 40

30. ASSISTING TEACHERS IN DEVELOPING AND USING KNOWLEDGE AND SKILL INVENTORIES IN EVALUATING INSTRUCTION.

COMPETENCY DIMENSIONS: FUNCTION=TRAINING CONTEXT=INSTRUCTION

		DISTRICT SIZE					
POSITION		INTER. DIST.	25,000+	10,000- 24,999	5,000- 9,999	ROW TOTALS	
SUPERINTENDENTS	M	0.0	1.00	0.0	1.00	0.82	RK=40.5
	SD	0.0	0.0	0.0	1.08	1.01	
	N	0.	1.	3.	13.	17.	TI:DC/JT
PSYCHOLOGISTS	M	1.20	1.50	1.00	1.44	1.32	RK=83.0
	SD	0.45	2.12	1.00	0.73	0.82	
	N	5.	2.	3.	9.	19.	TI:JC
PRINCIPALS	M	0.0	0.67	0.70	0.94	0.87	RK=40.0
	SD	0.0	1.15	0.67	0.72	0.73	
	N	0.	3.	10.	32.	45.	TI:JT
CURRICULUM CONSULTANTS	M	0.0	0.0	0.50	0.38	0.33	RK=39.0
	SD	0.0	0.0	0.71	0.52	0.49	
	N	0.	2.	2.	8.	12.	TI:DC/JT
SPEECH AND HEARING CLINICIANS	M	0.75	1.00	1.27	0.96	1.00	RK=57.5
	SD	0.89	0.71	1.10	0.82	0.88	
	N	8.	5.	11.	23.	47.	TI:DC/JT
SPECIAL EDUCATION CONSULTANTS	M	1.50	1.50	0.67	0.33	1.13	RK=72.0
	SD	0.76	0.71	0.58	0.58	0.81	
	N	8.	2.	3.	3.	16.	TI:JT
DIRECTORS OF SPECIAL EDUCATION	M	0.75	1.00	0.60	0.38	0.58	RK=10.0
	SD	0.50	1.41	0.55	0.74	0.67	
	N	4.	2.	5.	8.	19.	TI:DC/JT
SPECIAL EDUCATION TEACHERS	M	0.78	0.75	0.89	0.90	0.86	RK=50.0
	SD	0.84	0.84	0.89	0.96	0.90	
	N	58.	28.	76.	103.	265.	TI:DC/JT
REGULAR ELEMENTARY TEACHERS	M	0.0	0.67	0.39	0.79	0.72	RK=31.5
	SD	0.0	0.50	0.72	0.89	0.85	
	N	0.	9.	23.	106.	139.	TI:JT
SUPER.,PRIN. & DIRECTORS COMBINED	M	0.75	0.93	0.56	0.67	0.79	RK=29.5
	SD	0.50	0.98	0.62	0.83	0.79	
	N	4.	6.	18.	53.	81.	TI:JT
REG. & SPEC. EDUC. TCHRS. COMBINED	M	0.78	0.73	0.78	0.85	0.81	RK=[illegible]
	SD	0.84	0.77	0.86	0.92	0.88	
	N	58.	37.	99.	209.	403.	TI:JT
DISTRICT SUBTOTALS	M	0.87	0.80	0.79	0.86	0.84	RK=40.5
	SD	0.82	0.83	0.86	0.89	0.87	
	N	83.	54.	136.	305.	578.	TI:JT

TABLE 41

31. ASSISTING TEACHERS IN DEVELOPING INSTRUCTIONAL OBJECTIVES IN BEHAVIORAL TERMS.

COMPETENCY DIMENSIONS: FUNCTION= CONTEXT=INSTRUCTION

		DISTRICT SIZE					
POSITION		INTER. DIST.	25,000+	10,000-24,999	5,000-9,999	ROW TOTALS	
SUPERINTENDENTS	M	0.0	0.0	0.0	0.92	0.71	RK=30.0
	SD	0.0	0.0	0.0	0.95	0.92	
	N	0.	1.	3.	13.	17.	TI:DC
PSYCHOLOGISTS	M	0.40	0.0	1.33	0.22	0.42	RK=11.0
	SD	0.55	0.0	1.53	0.44	0.77	
	N	5.	2.	3.	9.	19.	TI:DC
PRINCIPALS	M	0.0	0.67	0.30	0.72	0.62	RK=12.5
	SD	0.0	1.15	0.48	0.73	0.72	
	N	0.	3.	10.	32.	45.	TI:DC/JT
CURRICULUM CONSULTANTS	M	0.0	0.0	0.0	0.38	0.25	RK=25.5
	SD	0.0	0.0	0.0	0.52	0.45	
	N	0.	2.	2.	8.	12.	TI:DC/JT
SPEECH AND HEARING CLINICIANS	M	0.88	1.00	0.91	0.91	0.91	RK=43.0
	SD	0.64	0.71	0.83	0.79	0.75	
	N	8.	5.	11.	23.	47.	TI:DC
SPECIAL EDUCATION CONSULTANTS	M	0.88	0.50	0.33	0.0	0.56	RK=17.0
	SD	0.64	0.71	0.58	0.0	0.63	
	N	8.	2.	3.	3.	16.	TI:DC/JT
DIRECTORS OF SPECIAL EDUCATION	M	1.00	1.50	0.20	0.50	0.63	RK=23.0
	SD	0.82	2.12	0.45	1.07	1.01	
	N	4.	2.	5.	8.	19.	TI:DC
SPECIAL EDUCATION TEACHERS	M	0.64	0.83	0.67	0.83	0.74	RK=29.5
	SD	0.92	1.00	0.82	0.92	0.90	
	N	59.	29.	76.	105.	269.	TI:DC/JT
REGULAR ELEMENTARY TEACHERS	M	0.0	0.44	0.33	0.79	0.69	RK=26.0
	SD	0.0	0.73	0.56	1.13	1.04	
	N	0.	9.	24.	106.	139.	TI:JT
SUPER.,PRIN. & DIRECTORS COMBINED	M	1.00	0.83	0.22	0.74	0.64	RK=13.0
	SD	0.82	1.33	0.43	0.84	0.83	
	N	4.	6.	18.	53.	81.	TI:DC
REG. & SPEC. EDUC. TCHRS. COMBINED	M	0.64	0.74	0.59	0.81	0.73	RK=30.0
	SD	0.92	0.95	0.78	1.03	0.95	
	N	59.	38.	100.	211.	408.	TI:JT
DISTRICT SUBTOTALS	M	0.69	0.71	0.57	0.77	0.70	RK=26.0
	SD	0.85	0.94	0.77	0.96	0.90	
	N	84.	55.	137.	307.	583.	TI:DC

TABLE 42

32. ASSISTING TEACHERS IN APPLYING TASK ANALYSIS PRINCIPLES TO INSTRUCTION.

COMPETENCY DIMENSIONS: FUNCTION=TRAINING CONTEXT=INSTRUCTION

POSITION		DISTRICT SIZE: INTER. DIST.	25,000+	10,000-24,999	5,000-9,999	ROW TOTALS	
SUPERINTENDENTS	M	0.0	1.00	0.0	1.31	1.06	RK=63.5
	SD	0.0	0.0	0.0	1.11	1.09	
	N	0.	1.	3.	13.	17.	TI:DC
PSYCHOLOGISTS	M	0.0	0.0	1.67	0.56	0.53	RK=14.0
	SD	0.0	0.0	1.53	0.53	0.84	
	N	5.	2.	3.	9.	19.	TI:DC
PRINCIPALS	M	0.0	1.00	0.80	1.06	1.00	RK=61.0
	SD	0.0	1.00	0.79	0.72	0.74	
	N	0.	3.	10.	32.	45.	TI:DC/JT
CURRICULUM CONSULTANTS	M	0.0	0.0	0.50	0.63	0.50	RK=65.5
	SD	0.0	0.0	0.71	0.52	0.52	
	N	0.	2.	2.	8.	12.	TI:DC/JT
SPEECH AND HEARING CLINICIANS	M	1.50	1.20	1.36	1.22	1.30	RK=54.0
	SD	1.31	0.84	1.29	1.00	1.08	
	N	8.	5.	11.	23.	47.	TI:DC/JT
SPECIAL EDUCATION CONSULTANTS	M	1.88	1.00	1.00	0.33	1.31	RK=53.0
	SD	0.64	1.41	1.00	0.58	0.95	
	N	8.	2.	3.	3.	16.	TI:DC/JT
DIRECTORS OF SPECIAL EDUCATION	M	1.50	2.00	0.25	0.63	0.89	RK=47.5
	SD	1.29	2.83	0.50	0.92	1.23	
	N	4.	2.	4.	8.	18.	TI:DC
SPECIAL EDUCATION TEACHERS	M	1.14	1.00	0.93	1.29	1.12	RK=79.0
	SD	1.03	0.93	0.77	1.05	0.97	
	N	57.	29.	76.	104.	266.	TI:DC/JT
REGULAR ELEMENTARY TEACHERS	M	0.0	0.56	0.70	1.11	1.01	RK=71.0
	SD	0.0	0.53	0.82	1.09	1.04	
	N	0.	9.	23.	105.	137.	TI:JT
SUPER.,PRIN. & DIRECTORS COMBINED	M	1.50	1.33	0.53	1.06	0.99	RK=55.0
	SD	1.29	1.51	0.72	0.86	0.93	
	N	4.	6.	17.	33.	80.	TI:DC
REG. & SPEC. EDUC. TCHRS. COMBINED	M	1.14	0.89	0.88	1.20	1.08	RK=77.5
	SD	1.03	0.86	0.79	1.07	0.99	
	N	57.	38.	99.	209.	403.	TI:DC/JT
DISTRICT SUBTOTALS	M	1.20	0.91	0.89	1.13	1.06	RK=75.0
	SD	1.06	0.95	0.86	1.02	0.99	
	N	82.	55.	135.	305.	577.	TI:DC

TABLE 43

33. ASSISTING TEACHERS IN PLANNING SPECIFIC LESSONS.

COMPETENCY DIMENSIONS: FUNCTION=TRAINING CONTEXT=INSTRUCTION

POSITION		DISTRICT SIZE: INTER. DIST.	25,000+	10,000-24,999	5,000-9,999	ROW TOTALS	
SUPERINTENDENTS	M	0.0	0.0	0.33	1.38	1.12	RK=75.0
	SD	0.0	0.0	0.58	1.39	1.32	
	N	0.	1.	3.	13.	17.	TI:DC
PSYCHOLOGISTS	M	1.60	1.50	3.33	2.00	2.05	RK=00.0
	SD	0.89	2.12	1.15	1.22	1.27	
	N	5.	2.	3.	9.	19.	TI:JT
PRINCIPALS	M	0.0	0.33	1.40	1.16	1.16	RK=82.0
	SD	0.0	0.58	0.97	0.99	0.98	
	N	0.	3.	10.	32.	45.	TI:JT
CURRICULUM CONSULTANTS	M	0.0	0.0	0.50	0.88	0.67	RK=79.5
	SD	0.0	0.0	0.71	0.83	0.78	
	N	0.	2.	2.	8.	12.	TI:DC/JT
SPEECH AND HEARING CLINICIANS	M	2.25	1.40	2.45	1.91	2.04	RK=00.0
	SD	1.49	0.89	1.21	1.24	1.25	
	N	8.	5.	11.	23.	47.	TI:JT
SPECIAL EDUCATION CONSULTANTS	M	1.75	2.50	1.67	0.67	1.63	RK=88.5
	SD	0.46	2.12	2.08	1.15	1.20	
	N	8.	2.	3.	3.	16.	TI:JT
DIRECTORS OF SPECIAL EDUCATION	M	0.75	1.00	1.60	1.13	1.16	RK=72.0
	SD	0.50	0.0	0.89	1.13	0.90	
	N	4.	2.	5.	8.	19.	TI:DC/JT
SPECIAL EDUCATION TEACHERS	M	1.83	2.03	1.62	1.84	1.80	RK=00.0
	SD	1.30	1.30	1.42	1.34	1.35	
	N	58.	29.	76.	106.	269.	TI:JT
REGULAR ELEMENTARY TEACHERS	M	0.0	1.11	1.29	1.47	1.42	RK=95.0
	SD	0.0	0.78	1.27	1.39	1.33	
	N	0.	9.	24.	106.	139.	TI:JT
SUPER.,PRIN. & DIRECTORS COMBINED	M	0.75	0.50	1.28	1.21	1.15	RK=80.0
	SD	0.50	0.55	0.96	1.10	1.03	
	N	4.	6.	18.	53.	81.	TI:DC/JT
REG. & SPEC. EDUC. TCHRS. COMBINED	M	1.83	1.82	1.54	1.66	1.67	RK=00.0
	SD	1.30	1.25	1.39	1.37	1.35	
	N	58.	38.	100.	212.	408.	TI:JT
DISTRICT SUBTOTALS	M	1.80	1.58	1.61	1.58	1.62	RK=00.0
	SD	1.23	1.27	1.37	1.32	1.31	
	N	83.	55.	137.	308.	583.	TI:JT

TABLE 44

34. ASSISTING TEACHERS IN USING A DIAGNOSTIC AND PRESCRIPTIVE APPROACH TO A CHILD'S SPECIFIC LEARNING PROBLEM.

COMPETENCY DIMENSIONS: FUNCTION=TRAINING CONTEXT=INSTRUCTION

		DISTRICT SIZE					
POSITION		INTER. DIST.	25,000+	10,000-24,999	5,000-9,999	ROW TOTALS	
SUPERINTENDENTS	M	0.0	1.00	0.0	0.77	0.65	RK=22.0
	SD	0.0	0.0	0.0	1.24	1.11	
	N	0.	1.	3.	13.	17.	TI:OC
PSYCHOLOGISTS	M	0.20	0.0	1.33	0.11	0.32	RK= 9.0
	SD	0.45	0.0	1.53	0.33	0.75	
	N	5.	2.	3.	9.	19.	TI:OC
PRINCIPALS	M	0.0	0.33	0.40	0.88	0.73	RK=22.0
	SD	0.0	0.58	0.52	0.94	0.86	
	N	0.	3.	10.	32.	45.	TI:OC
CURRICULUM CONSULTANTS	M	0.0	0.0	0.0	0.38	0.25	RK=25.5
	SD	0.0	0.0	0.0	0.52	0.45	
	N	0.	2.	2.	8.	12.	TI:OC
SPEECH AND HEARING CLINICIANS	M	1.63	0.80	0.64	0.50	0.76	RK=28.5
	SD	1.60	0.84	0.81	0.74	1.02	
	N	8.	5.	11.	22.	46.	TI:OC
SPECIAL EDUCATION CONSULTANTS	M	0.88	2.00	0.0	0.0	0.69	RK=26.5
	SD	0.64	2.83	0.0	0.0	1.08	
	N	8.	2.	3.	3.	16.	TI:OC/JT
DIRECTORS OF SPECIAL EDUCATION	M	0.75	2.00	0.40	0.50	0.68	RK=24.5
	SD	0.50	2.83	0.89	1.07	1.16	
	N	4.	2.	5.	8.	19.	TI:OC
SPECIAL EDUCATION TEACHERS	M	0.53	0.72	0.71	0.73	0.68	RK=21.5
	SD	0.86	0.88	0.93	1.03	0.95	
	N	58.	29.	75.	106.	268.	TI:OC
REGULAR ELEMENTARY TEACHERS	M	0.0	0.56	0.67	0.66	0.65	RK=22.5
	SD	0.0	0.53	0.92	1.04	0.99	
	N	0.	9.	24.	106.	139.	TI:JT
SUPER.,PRIN. & DIRECTORS COMBINED	M	0.75	1.00	0.33	0.79	0.70	RK=18.0
	SD	0.50	1.55	0.59	1.03	0.98	
	N	4.	6.	18.	53.	81.	TI:OC
REG. & SPEC. EDUC. TCHRS. COMBINED	M	0.53	0.68	0.70	0.69	0.67	RK=21.0
	SD	0.86	0.81	0.92	1.03	0.96	
	N	58.	38.	99.	212.	407.	TI:OC/JT
DISTRICT SUBTOTALS	M	0.66	0.73	0.63	0.66	0.66	RK=21.0
	SD	0.95	0.99	0.86	0.99	0.96	
	N	83.	55.	136.	307.	581.	TI:OC

TABLE 45

35. TRAINING TEACHERS IN DIRECTING THE WORK OF CLASSROOM AIDES OR HELPERS.

COMPETENCY DIMENSIONS: FUNCTION=TRAINING CONTEXT=INSTRUCTION

POSITION		DISTRICT SIZE: INTER. DIST.	25,000+	10,000-24,999	5,000-9,999	ROW TOTALS	
SUPERINTENDENTS	M	0.0	1.00	0.67	1.31	1.18	RK=83.0
	SD	0.0	0.0	0.58	1.25	1.13	
	N	0.	1.	3.	13.	17.	TI:OC/JT
PSYCHOLOGISTS	M	1.80	1.00	2.33	1.00	1.42	RK=89.5
	SD	0.45	0.0	2.08	1.00	1.12	
	N	5.	2.	3.	9.	19.	TI:JT
PRINCIPALS	M	0.0	1.33	1.50	1.53	1.51	RK=98.0
	SD	0.0	0.58	1.27	1.11	1.10	
	N	0.	3.	10.	32.	45.	TI:JT
CURRICULUM CONSULTANTS	M	0.0	0.0	0.50	0.88	0.67	RK=79.5
	SD	0.0	0.0	0.71	1.13	0.98	
	N	0.	2.	2.	8.	12.	TI:OC/JT
SPEECH AND HEARING CLINICIANS	M	1.63	1.40	1.82	1.52	1.60	RK=98.0
	SD	1.41	0.89	1.33	1.31	1.26	
	N	8.	5.	11.	23.	47.	TI:JT
SPECIAL EDUCATION CONSULTANTS	M	1.75	2.00	0.67	0.0	1.25	RK=85.0
	SD	0.71	2.83	1.15	0.0	1.24	
	N	8.	2.	3.	3.	16.	TI:JT
DIRECTORS OF SPECIAL EDUCATION	M	1.00	2.00	1.40	1.00	1.21	RK=77.0
	SD	0.82	2.83	1.14	1.20	1.23	
	N	4.	2.	5.	8.	19.	TI:OC/JT
SPECIAL EDUCATION TEACHERS	M	1.45	1.34	1.38	1.54	1.46	RK=97.0
	SD	1.33	1.20	1.28	1.32	1.29	
	N	58.	29.	76.	105.	268.	TI:JT
REGULAR ELEMENTARY TEACHERS	M	0.0	1.33	1.29	1.24	1.25	RK=88.0
	SD	0.0	1.00	1.27	1.28	1.26	
	N	0.	9.	24.	106.	139.	TI:JT
SUPER.,PRIN. & DIRECTORS COMBINED	M	1.00	1.50	1.33	1.40	1.37	RK=93.5
	SD	0.82	1.38	1.14	1.15	1.13	
	N	4.	6.	18.	53.	81.	TI:JT
REG. & SPEC. EDUC. TCHRS. COMBINED	M	1.45	1.34	1.36	1.39	1.39	RK=94.5
	SD	1.33	1.15	1.27	1.31	1.28	
	N	58.	38.	100.	211.	407.	TI:JT
DISTRICT SUBTOTALS	M	1.49	1.33	1.39	1.36	1.38	RK=95.5
	SD	1.22	1.17	1.27	1.27	1.25	
	N	83.	55.	137.	307.	582.	TI:JT

TABLE 46

36. INSTRUCTING TEACHERS IN THE TECHNIQUES OF COUNSELING PARENTS AND PARENT CONFERENCES.

COMPETENCY DIMENSIONS: FUNCTION=TRAINING CONTEXT=COMM. PROCESSES

POSITION		DISTRICT SIZE INTER. DIST.	25,000+	10,000-24,995	5,000-9,999	ROW TOTALS	
SUPERINTENDENTS	M	0.0	1.00	0.67	0.69	0.71	RK=30.0
	SD	0.0	0.0	0.58	0.75	0.69	
	N	0.	1.	3.	13.	17.	TI:OC/JT
PSYCHOLOGISTS	M	1.80	1.50	2.67	0.78	1.42	RK=69.5
	SD	1.10	0.71	1.53	1.30	1.35	
	N	5.	2.	3.	9.	19.	TI:OC/JT
PRINCIPALS	M	0.0	1.33	1.10	1.13	1.13	RK=75.0
	SD	0.0	1.53	1.60	1.21	1.29	
	N	0.	3.	10.	32.	45.	TI:JT
CURRICULUM CONSULTANTS	M	0.0	0.50	0.0	0.88	0.67	RK=79.5
	SD	0.0	0.71	0.0	0.83	0.78	
	N	0.	2.	2.	8.	12.	TI:OC/JT
SPEECH AND HEARING CLINICIANS	M	1.38	0.40	1.55	1.32	1.28	RK=81.5
	SD	1.41	0.89	1.44	1.39	1.36	
	N	8.	5.	11.	22.	46.	TI:JT
SPECIAL EDUCATION CONSULTANTS	M	1.25	2.50	0.33	0.33	1.06	RK=60.0
	SD	0.71	2.12	0.58	0.58	1.06	
	N	8.	2.	3.	3.	16.	TI:OC/JT
DIRECTORS OF SPECIAL EDUCATION	M	0.75	4.00	1.60	1.00	1.42	RK=88.5
	SD	0.96	0.0	1.14	1.31	1.43	
	N	4.	2.	5.	8.	19.	TI:OC/JT/SG
SPECIAL EDUCATION TEACHERS	M	1.29	1.38	1.32	1.08	1.22	RK=84.0
	SD	1.27	1.21	1.30	1.21	1.25	
	N	59.	29.	76.	106.	270.	TI:JT
REGULAR ELEMENTARY TEACHERS	M	0.0	1.00	0.92	1.21	1.14	RK=93.5
	SD	0.0	0.87	0.97	1.25	1.18	
	N	0.	9.	24.	106.	139.	TI:JT
SUPER., PRIN. & DIRECTORS COMBINED	M	0.75	2.17	1.17	1.00	1.11	RK=76.0
	SD	0.96	1.72	1.34	1.13	1.23	
	N	4.	6.	18.	53.	81.	TI:JT
REG. & SPEC. EDUC. TCHRS. COMBINED	M	1.29	1.29	1.22	1.14	1.20	RK=83.5
	SD	1.27	1.14	1.24	1.23	1.23	
	N	59.	38.	100.	212.	409.	TI:JT
DISTRICT SUBTOTALS	M	1.30	1.33	1.23	1.10	1.18	RK=92.0
	SD	1.21	1.25	1.27	1.21	1.23	
	N	94.	55.	137.	307.	583.	TI:JT

TABLE 47

37. ASSISTING TEACHERS IN EFFECTIVE USE OF CLASSROOM SPACE AND ENVIRONMENT.

COMPETENCY DIMENSIONS: FUNCTION=ADVISING CONTEXT=INSTRUCTION

POSITION		DISTRICT SIZE: INTER. DIST.	25,000+	10,000-24,999	5,000-9,999	RCW TOTALS	
SUPERINTENDENTS	M	0.0	1.00	0.33	1.08	0.94	RK=50.5
	SD	0.0	0.0	0.58	0.86	0.75	
	N	0.	1.	3.	13.	17.	TI:OC/JT
PSYCHOLOGISTS	M	1.00	1.50	3.67	1.78	1.84	RK=94.0
	SD	1.00	0.71	0.58	1.09	1.26	
	N	5.	2.	3.	9.	19.	TI:JT
PRINCIPALS	M	0.0	1.33	1.50	1.56	1.53	RK=99.0
	SD	0.0	0.58	1.58	1.01	1.12	
	N	0.	3.	10.	32.	45.	TI:JT
CURRICULUM CONSULTANTS	M	0.0	0.0	0.50	1.13	0.83	RK=91.0
	SD	0.0	0.0	0.71	0.99	0.94	
	N	0.	2.	2.	8.	12.	TI:OC/JT
SPEECH AND HEARING CLINICIANS	M	1.88	1.80	2.00	1.55	1.74	RK=99.0
	SD	0.64	0.45	1.48	1.34	1.20	
	N	8.	5.	11.	22.	46.	TI:JT
SPECIAL EDUCATION CONSULTANTS	M	2.63	2.00	1.00	0.67	1.38	RK=89.5
	SD	0.92	1.41	0.0	0.58	0.89	
	N	8.	2.	3.	3.	16.	TI:JT
DIRECTORS OF SPECIAL EDUCATION	M	1.00	2.50	1.20	1.13	1.26	RK=82.5
	SD	0.82	0.71	0.45	0.99	0.87	
	N	4.	2.	5.	8.	19.	TI:OC/JT
SPECIAL EDUCATION TEACHERS	M	1.61	1.66	1.64	1.53	1.59	RK=99.0
	SD	1.08	1.37	1.27	1.24	1.22	
	N	59.	29.	75.	106.	269.	TI:JT
REGULAR ELEMENTARY TEACHERS	M	0.0	1.00	1.21	1.62	1.51	RK=97.0
	SD	0.0	0.87	1.10	1.26	1.22	
	N	0.	9.	24.	106.	139.	TI:JT
SUPER.,PRIN. & DIRECTORS COMBINED	M	1.00	1.67	1.22	1.38	1.35	RK=92.0
	SD	0.82	0.82	1.26	0.97	1.01	
	N	4.	6.	18.	53.	81.	TI:JT
REG. & SPEC. EDUC. TCHRS. COMBINED	M	1.61	1.50	1.54	1.58	1.56	RK=98.0
	SD	1.08	1.29	1.24	1.25	1.22	
	N	59.	38.	99.	212.	408.	TI:JT
DISTRICT SUBTOTALS	M	1.57	1.51	1.55	1.52	1.54	RK=98.0
	SD	1.02	1.17	1.28	1.19	1.19	
	N	84.	55.	136.	307.	582.	TI:JT

TABLE 48

38. SERVING AS ADVISOR TO ADMINISTRATORS REGARDING SPACE NEEDS, PHYSICAL PLANT REQUIREMENTS AND MODIFICATIONS.

COMPETENCY DIMENSIONS: FUNCTION=ADVISING CONTEXT=SUPP. SYSTEMS

POSITION		DISTRICT SIZE: INTER. DIST.	25,000+	10,000-24,999	5,000-9,999	ROW TOTALS	
SUPERINTENDENTS	M	0.0	1.00	0.33	1.23	1.06	RK=63.5
	SD	0.0	0.0	0.58	0.93	0.90	
	N	0.	1.	3.	13.	17.	TI:JT
PSYCHOLOGISTS	M	1.60	1.50	2.33	2.00	1.89	RK=99.0
	SD	1.14	0.71	2.08	1.12	1.20	
	N	5.	2.	3.	9.	19.	TI:OC/JT
PRINCIPALS	M	0.0	2.33	1.60	1.56	1.62	RK=80.0
	SD	0.0	1.15	1.51	1.19	1.25	
	N	0.	3.	10.	32.	45.	TI:JT
CURRICULUM CONSULTANTS	M	0.0	0.50	0.50	1.25	1.00	RK=96.0
	SD	0.0	0.71	0.71	1.04	0.95	
	N	0.	2.	2.	8.	12.	TI:OC/JT/SG
SPEECH AND HEARING CLINICIANS	M	1.88	1.00	1.27	1.30	1.36	RK=90.0
	SD	1.25	0.71	1.27	1.22	1.19	
	N	8.	5.	11.	23.	47.	TI:JT
SPECIAL EDUCATION CONSULTANTS	M	1.63	1.00	1.00	0.33	1.19	RK=80.0
	SD	0.52	1.41	1.00	0.58	0.83	
	N	8.	2.	3.	3.	16.	TI:JT
DIRECTORS OF SPECIAL EDUCATION	M	1.25	3.00	0.80	0.63	1.05	RK=60.5
	SD	0.96	1.41	0.45	0.92	1.09	
	N	4.	2.	5.	8.	19.	TI:JT
SPECIAL EDUCATION TEACHERS	M	1.10	1.07	1.32	1.04	1.13	RK=80.0
	SD	1.24	1.19	1.25	1.04	1.16	
	N	59.	29.	76.	106.	270.	TI:JT
REGULAR ELEMENTARY TEACHERS	M	0.0	0.78	0.88	1.63	1.45	RK=96.0
	SD	0.0	1.09	0.99	1.32	1.29	
	N	0.	9.	24.	106.	139.	TI:JT
SUPER.,PRIN. & DIRECTORS COMBINED	M	1.25	2.33	1.17	1.34	1.37	RK=93.5
	SD	0.96	1.21	1.25	1.13	1.17	
	N	4.	6.	18.	53.	81.	TI:JT
REG. & SPEC. EDUC. TCHRS. COMBINED	M	1.10	1.00	1.21	1.33	1.24	RK=86.5
	SD	1.24	1.16	1.20	1.22	1.22	
	N	59.	38.	100.	212.	409.	TI:JT
DISTRICT SUBTOTALS	M	1.26	1.15	1.22	1.34	1.28	RK=91.0
	SD	1.18	1.16	1.22	1.20	1.19	
	N	84.	55.	137.	308.	584.	TI:JT

TABLE 49

39. ASSISTING TEACHERS IN ADAPTATION OF MATERIALS AND METHODS ACCORDING TO SPECIFIC LEARNING CHARACTERISTICS.

COMPETENCY DIMENSIONS: FUNCTION=TRAINING CONTEXT=MAT. AND MEDIA

POSITION		DISTRICT SIZE: INTER. DIST.	25,000+	10,000–24,999	5,000–9,999	ROW TOTALS	
SUPERINTENDENTS	M	0.0	0.0	0.0	0.77	0.59	RK=15.5
	SD	0.0	0.0	0.0	1.24	1.12	
	N	0.	1.	3.	13.	17.	TI:OC
PSYCHOLOGISTS	M	0.40	0.0	1.33	0.67	0.63	RK=21.5
	SD	0.89	0.0	1.53	0.71	0.90	
	N	5.	2.	3.	9.	19.	TI:OC
PRINCIPALS	M	0.0	0.67	0.40	0.69	0.62	RK=12.5
	SD	0.0	0.58	0.70	0.82	0.78	
	N	0.	3.	10.	32.	45.	TI:OC/JT
CURRICULUM CONSULTANTS	M	0.0	0.0	0.0	0.50	0.33	RK=39.0
	SD	0.0	0.0	0.0	0.76	0.65	
	N	0.	2.	2.	8.	12.	TI:OC
SPEECH AND HEARING CLINICIANS	M	0.88	0.40	1.10	0.65	0.76	RK=28.5
	SD	0.83	0.89	1.10	0.71	0.85	
	N	8.	5.	10.	23.	46.	TI:OC
SPECIAL EDUCATION CONSULTANTS	M	1.38	0.50	0.67	0.33	0.94	RK=47.0
	SD	0.74	0.71	0.58	0.58	0.77	
	N	8.	2.	3.	3.	16.	TI:OC/JT
DIRECTORS OF SPECIAL EDUCATION	M	0.50	0.50	0.40	0.13	0.32	RK= 5.5
	SD	0.58	0.71	0.55	0.35	0.48	
	N	4.	2.	5.	8.	19.	TI:OC/JT
SPECIAL EDUCATION TEACHERS	M	0.74	0.72	0.74	0.82	0.77	RK=36.0
	SD	0.97	0.88	0.79	1.01	0.93	
	N	58.	29.	76.	106.	269.	TI:JT
REGULAR ELEMENTARY TEACHERS	M	0.0	0.67	0.67	0.75	0.73	RK=33.5
	SD	0.0	0.71	0.87	1.01	0.97	
	N	0.	9.	24.	106.	139.	TI:JT
SUPER.,PRIN. & DIRECTORS COMBINED	M	0.50	0.50	0.33	0.62	0.54	RK=11.0
	SD	0.58	0.55	0.59	0.90	0.81	
	N	4.	6.	18.	53.	81.	TI:OC/JT
REG. & SPEC. EDUC. TCHRS. COMBINED	M	0.74	0.71	0.72	0.79	0.76	RK=35.0
	SD	0.97	0.84	0.81	1.01	0.94	
	N	58.	38.	100.	212.	408.	TI:JT
DISTRICT SUBTOTALS	M	0.78	0.60	0.70	0.73	0.72	RK=29.5
	SD	0.92	0.78	0.83	0.96	0.91	
	N	83.	55.	136.	308.	582.	TI:OC/JT

TABLE 50

40. ENCOURAGING TEACHERS TO EXPERIMENT WITH DIFFERENT INSTRUCTIONAL APPROACHES (E.G., UNIT APPROACH, ETC.) TO MEET CURRICULUM OBJECTIVES.

COMPETENCY DIMENSIONS: FUNCTION=ADVISING CONTEXT=INSTRUCTION

		DISTRICT SIZE					
POSITION		INTER. DIST.	25,000+	10,000-24,999	5,000-9,999	ROW TOTALS	
SUPERINTENDENTS	M	0.0	1.00	0.0	0.69	0.59	RK=15.5
	SD	0.0	0.0	0.0	0.75	0.71	
	N	0.	1.	3.	13.	17.	TI:OC
PSYCHOLOGISTS	M	0.20	0.50	2.33	0.44	0.68	RK=26.0
	SD	0.45	0.71	1.53	0.73	1.06	
	N	5.	2.	3.	9.	19.	TI:OC/JT
PRINCIPALS	M	0.0	0.67	0.50	0.81	0.73	RK=22.0
	SD	0.0	0.58	0.71	0.74	0.72	
	N	0.	3.	10.	32.	45.	TI:OC/JT
CURRICULUM CONSULTANTS	M	0.0	0.0	0.50	0.25	0.25	RK=25.5
	SD	0.0	0.0	0.71	0.46	0.45	
	N	0.	2.	2.	8.	12.	TI:OC
SPEECH AND HEARING CLINICIANS	M	0.88	0.60	0.91	0.57	0.70	RK=22.0
	SD	0.83	0.89	1.04	0.59	0.78	
	N	8.	5.	11.	23.	47.	TI:JT
SPECIAL EDUCATION CONSULTANTS	M	1.00	0.50	0.33	0.0	0.63	RK=21.5
	SD	0.53	0.71	0.58	0.0	0.62	
	N	8.	2.	3.	3.	16.	TI:JT
DIRECTORS OF SPECIAL EDUCATION	M	1.00	0.50	0.40	0.75	0.68	RK=29.5
	SD	0.82	0.71	0.55	1.04	0.82	
	N	4.	2.	5.	8.	19.	TI:OC/JT
SPECIAL EDUCATION TEACHERS	M	0.66	0.59	0.75	0.81	0.74	RK=29.5
	SD	0.78	0.78	0.94	1.04	0.93	
	N	58.	29.	76.	105.	268.	TI:JT
REGULAR ELEMENTARY TEACHERS	M	0.0	0.33	0.42	0.81	0.71	RK=28.5
	SD	0.0	0.50	0.65	1.02	0.96	
	N	0.	9.	24.	106.	139.	TI:JT
SUPER.-PRIN. & DIRECTORS COMBINED	M	1.00	0.67	0.39	0.77	0.69	RK=15.5
	SD	0.82	0.52	0.61	0.78	0.74	
	N	4.	6.	18.	53.	81.	TI:OC/JT
REG. & SPEC. EDUC. TCHRS. COMBINED	M	0.66	0.53	0.67	0.81	0.73	RK=30.0
	SD	0.78	0.73	0.89	1.03	0.94	
	N	58.	38.	100.	211.	407.	TI:JT
DISTRICT SUBTOTALS	M	0.70	0.53	0.68	0.75	0.71	RK=27.5
	SD	0.76	0.69	0.91	0.94	0.89	
	N	83.	55.	137.	307.	582.	TI:JT

TABLE 51

41. DISSEMINATING TEACHING IDEAS AND "TRICKS OF THE TRADE."

COMPETENCY DIMENSIONS: FUNCTION=ADVISING CONTEXT=INSTRUCTION

POSITION		DISTRICT SIZE: INTER. DIST.	25,000+	10,000-24,999	5,000-9,999	ROW TOTALS	
SUPERINTENDENTS	M	0.0	1.00	0.67	1.08	1.00	RK=55.5
	SD	0.0	0.0	1.15	0.76	0.79	
	N	0.	1.	3.	13.	17.	TI:OC/JT/SG
PSYCHOLOGISTS	M	0.80	0.50	2.67	0.89	1.11	RK=64.5
	SD	0.45	0.71	1.53	0.78	1.05	
	N	5.	2.	3.	9.	19.	TI:JT
PRINCIPALS	M	0.0	1.67	1.00	1.50	1.40	RK=94.0
	SD	0.0	0.58	0.47	0.98	0.89	
	N	0.	3.	10.	32.	45.	TI:JT/SG
CURRICULUM CONSULTANTS	M	0.0	0.0	1.00	1.00	0.83	RK=91.0
	SD	0.0	0.0	1.41	0.76	0.83	
	N	0.	2.	2.	6.	12.	TI:JT
SPEECH AND HEARING CLINICIANS	M	2.38	1.00	1.55	1.13	1.43	RK=94.5
	SD	1.06	1.41	2.29	1.01	1.19	
	N	8.	5.	11.	23.	47.	TI:JT
SPECIAL EDUCATION CONSULTANTS	M	1.25	2.50	0.67	0.33	1.13	RK=72.0
	SD	1.04	2.12	1.15	0.58	1.20	
	N	8.	2.	3.	3.	16.	TI:JT
DIRECTORS OF SPECIAL EDUCATION	M	1.00	2.50	0.80	1.00	1.11	RK=67.5
	SD	0.0	2.12	0.84	0.93	0.99	
	N	4.	2.	5.	8.	19.	TI:JT
SPECIAL EDUCATION TEACHERS	M	1.05	1.38	1.23	1.22	1.20	RK=82.0
	SD	1.03	1.18	1.09	1.09	1.09	
	N	58.	29.	75.	103.	265.	TI:JT
REGULAR ELEMENTARY TEACHERS	M	0.0	0.89	1.33	1.36	1.32	RK=90.0
	SD	0.0	0.93	1.13	1.20	1.17	
	N	0.	9.	24.	106.	139.	TI:JT
SUPER.,PRIN. & DIRECTORS COMBINED	M	1.00	1.83	0.89	1.32	1.25	RK=86.5
	SD	0.0	1.17	0.68	0.94	0.90	
	N	4.	6.	18.	53.	81.	TI:JT
REG. & SPEC. EDUC. TCHRS. COMBINED	M	1.05	1.26	1.25	1.29	1.25	RK=84.0
	SD	1.03	1.13	1.09	1.19	1.11	
	N	58.	38.	99.	209.	404.	TI:JT
DISTRICT SUBTOTALS	M	1.18	1.27	1.24	1.26	1.24	RK=86.5
	SD	1.05	1.19	1.09	1.08	1.09	
	N	83.	55.	136.	305.	579.	TI:JT

TABLE 52

42. DEMONSTRATING GOOD TEACHING METHODOLOGY TO A TEACHER IN HER SETTING.

COMPETENCY DIMENSIONS: FUNCTION=ADVISING CONTEXT=INSTRUCTION

POSITION		DISTRICT SIZE: INTER. DIST.	25,000+	10,000-24,999	5,000-9,999	ROW TOTALS	
SUPERINTENDENTS	M	0.0	1.00	0.0	1.31	1.06	RK=63.5
	SD	0.0	0.0	0.0	1.38	1.30	
	N	0.	1.	3.	13.	17.	TI:OC/JT/SG
PSYCHOLOGISTS	M	1.20	0.50	2.67	1.44	1.47	RK=92.0
	SD	0.84	0.71	1.53	0.88	1.07	
	N	5.	2.	3.	9.	19.	TI:JT
PRINCIPALS	M	0.0	0.33	0.80	1.19	1.04	RK=64.5
	SD	0.0	0.58	1.03	1.00	1.00	
	N	0.	3.	10.	32.	45.	TI:JT
CURRICULUM CONSULTANTS	M	0.0	0.50	2.00	0.50	0.75	RK=86.5
	SD	0.0	0.71	2.83	0.53	1.14	
	N	0.	2.	2.	8.	12.	TI:OC/SG
SPEECH AND HEARING CLINICIANS	M	1.88	1.20	1.18	1.26	1.34	RK=87.5
	SD	1.46	1.30	1.33	1.25	1.29	
	N	8.	5.	11.	23.	47.	TI:JT
SPECIAL EDUCATION CONSULTANTS	M	1.50	2.50	2.00	0.33	1.50	RK=94.5
	SD	0.76	2.12	1.00	0.58	1.10	
	N	8.	2.	3.	3.	16.	TI:JT
DIRECTORS OF SPECIAL EDUCATION	M	0.50	2.00	0.80	0.38	0.68	RK=29.5
	SD	0.58	2.83	0.45	0.52	0.95	
	N	4.	2.	5.	8.	19.	TI:JT
SPECIAL EDUCATION TEACHERS	M	1.14	1.24	1.36	1.25	1.25	RK=98.5
	SD	1.21	1.30	1.28	1.28	1.26	
	N	55.	29.	76.	106.	270.	TI:JT
REGULAR ELEMENTARY TEACHERS	M	0.0	0.56	1.17	1.30	1.23	RK=97.0
	SD	0.0	1.13	1.20	1.37	1.33	
	N	0.	9.	24.	106.	139.	TI:JT
SUPER.,PRIN. & DIRECTORS COMBINED	M	0.50	1.00	0.67	1.09	0.96	RK=53.0
	SD	0.58	1.55	0.84	1.08	1.05	
	N	4.	6.	18.	53.	81.	TI:JT
REG. & SPEC. EDUC. TCHRS. COMBINED	M	1.14	1.08	1.31	1.27	1.24	RK=96.5
	SD	1.21	1.28	1.26	1.32	1.28	
	N	59.	38.	100.	212.	409.	TI:JT
DISTRICT SUBTOTALS	M	1.21	1.09	1.27	1.22	1.22	RK=84.0
	SD	1.17	1.29	1.26	1.25	1.24	
	N	84.	55.	137.	308.	584.	TI:JT

TABLE 53

43. HELPING TEACHERS TO ASSESS AND IMPROVE CLASSROOM SOCIAL AND EMOTIONAL CLIMATES TO AID LEARNING AND INTERACTION.

COMPETENCY DIMENSIONS: FUNCTION= CONTEXT=INSTRUCTION

		DISTRICT SIZE					
POSITION		INTER. DIST.	25,000+	10,000-24,999	5,000-9,999	ROW TOTALS	
SUPERINTENDENTS	M	0.0	1.00	0.0	1.00	0.82	RK=40.5
	SD	0.0	0.0	0.0	1.15	1.07	
	N	0.	1.	3.	13.	17.	TI:JT
PSYCHOLOGISTS	M	0.80	0.0	2.00	0.67	0.84	RK=41.0
	SD	0.84	0.0	1.73	1.00	1.12	
	N	5.	2.	3.	9.	19.	TI:DC/JT
PRINCIPALS	M	0.0	0.67	0.90	0.69	0.73	RK=22.0
	SD	0.0	0.58	0.99	0.78	0.81	
	N	0.	3.	10.	32.	45.	TI:DC/JTSG
CURRICULUM CONSULTANTS	M	0.0	0.0	0.0	0.25	0.17	RK=16.0
	SD	0.0	0.0	0.0	0.46	0.39	
	N	0.	2.	2.	8.	12.	TI:DC
SPEECH AND HEARING CLINICIANS	M	1.88	1.20	1.20	0.96	1.20	RK=76.0
	SD	1.13	0.84	1.03	1.11	1.09	
	N	8.	5.	10.	23.	46.	TI:JT
SPECIAL EDUCATION CONSULTANTS	M	1.25	1.50	0.33	0.67	1.00	RK=52.5
	SD	0.71	2.12	0.58	0.58	0.89	
	N	8.	2.	3.	3.	16.	TI:JT
DIRECTORS OF SPECIAL EDUCATION	M	0.25	2.50	0.60	0.63	0.74	RK=35.5
	SD	0.50	2.12	0.55	1.06	1.10	
	N	4.	2.	5.	8.	19.	TI:JT
SPECIAL EDUCATION TEACHERS	M	0.78	0.96	0.77	0.38	0.83	RK=44.0
	SD	0.98	1.14	0.98	0.99	1.00	
	N	59.	28.	75.	104.	266.	TI:JT
REGULAR ELEMENTARY TEACHERS	M	0.0	0.67	0.63	0.96	0.88	RK=51.5
	SD	0.0	0.71	0.71	1.15	1.07	
	N	0.	9.	24.	106.	139.	TI:JT
SUPER.,PRIN. & DIRECTORS COMBINED	M	0.25	1.33	0.67	0.75	0.75	RK=26.0
	SD	0.50	1.37	0.84	0.92	0.93	
	N	4.	6.	18.	53.	81.	TI:JT
REG. & SPEC. EDUC. TCHRS. COMBINED	M	0.78	0.89	0.74	0.92	0.85	RK=44.5
	SD	0.98	1.05	0.92	1.08	1.02	
	N	59.	37.	99.	210.	405.	TI:JT
DISTRICT SUBTOTALS	M	0.90	0.93	0.77	0.87	0.85	RK=42.5
	SD	1.00	1.08	0.95	1.04	1.01	
	N	84.	54.	135.	306.	579.	TI:JT

TABLE 54

44. IDENTIFYING THE NATURE OF TEACHER-PUPIL AND PUPIL-PUPIL INTERACTION IN A CLASSROOM.

COMPETENCY DIMENSIONS: FUNCTION=EVALUATING CONTEXT=INSTRUCTION

		DISTRICT SIZE					
POSITION		INTER. DIST.	25,000+	10,000-24,999	5,000-9,999	ROW TOTALS	
SUPERINTENDENTS	M	0.0	0.0	0.0	0.92	0.71	RK=30.0
	SD	0.0	0.0	0.0	1.04	0.99	
	N	0.	1.	3.	13.	17.	TI:JT
PSYCHOLOGISTS	M	1.20	0.50	2.00	0.89	1.11	RK=64.5
	SD	0.45	0.71	1.73	1.05	1.05	
	N	5.	2.	3.	9.	19.	TI:OC/JT
PRINCIPALS	M	0.0	1.33	1.20	1.09	1.15	RK=75.0
	SD	0.0	1.15	1.23	0.86	0.94	
	N	0.	3.	10.	32.	45.	TI:JT
CURRICULUM CONSULTANTS	M	0.0	0.0	0.50	1.13	0.83	RK=81.0
	SD	0.0	0.0	0.71	0.83	0.93	
	N	0.	2.	2.	8.	12.	TI:OC/JT
SPEECH AND HEARING CLINICIANS	M	2.00	1.00	1.55	1.17	1.38	RK=92.0
	SD	1.31	1.00	1.21	1.15	1.19	
	N	8.	5.	11.	23.	47.	TI:JT
SPECIAL EDUCATION CONSULTANTS	M	1.25	2.00	0.67	0.67	1.13	RK=72.0
	SD	1.04	2.83	0.58	0.58	1.15	
	N	8.	2.	3.	3.	16.	TI:JT
DIRECTORS OF SPECIAL EDUCATION	M	0.75	2.50	1.20	1.00	1.16	RK=72.0
	SD	0.50	2.12	0.45	1.07	1.01	
	N	4.	2.	5.	8.	19.	TI:OC/JT
SPECIAL EDUCATION TEACHERS	M	1.25	1.45	1.43	1.32	1.35	RK=93.5
	SD	1.12	1.18	1.23	1.18	1.18	
	N	59.	29.	76.	104.	268.	TI:JT
REGULAR ELEMENTARY TEACHERS	M	0.0	0.67	0.88	1.27	1.17	RK=85.5
	SD	0.0	0.71	0.85	1.18	1.12	
	N	0.	9.	24.	106.	139.	TI:JT
SUPER.,PRIN. & DIRECTORS COMBINED	M	0.75	1.50	1.00	1.04	1.05	RK=86.0
	SD	0.50	1.52	1.03	0.92	0.97	
	N	4.	6.	18.	53.	81.	TI:JT
REG. & SPEC. EDUC. TCHRS. COMBINED	M	1.25	1.26	1.30	1.30	1.29	RK=90.0
	SD	1.12	1.13	1.17	1.18	1.16	
	N	59.	38.	100.	210.	407.	TI:JT
DISTRICT SUBTOTALS	M	1.30	1.22	1.27	1.22	1.24	RK=88.5
	SD	1.10	1.20	1.15	1.12	1.13	
	N	84.	55.	137.	306.	582.	TI:JT

TABLE 55

45. ASSESSING TEACHER PERFORMANCE IN CLASSROOM MANAGEMENT.

COMPETENCY DIMENSIONS: FUNCTION=EVALUATING CONTEXT=INSTRUCTION

POSITION		DISTRICT SIZE: INTER. DIST.	25,000+	10,000-24,999	5,000-9,999	ROW TOTALS	
SUPERINTENDENTS	M	0.0	1.00	1.33	1.15	1.18	RK=83.0
	SD	0.0	0.0	1.53	1.21	1.19	
	N	0.	1.	3.	13.	17.	TI:JT
PSYCHOLOGISTS	M	1.20	0.50	2.00	1.11	1.21	RK=73.0
	SD	0.45	0.71	1.00	1.05	0.92	
	N	5.	2.	3.	9.	19.	TI:OC/JT
PRINCIPALS	M	0.0	1.67	1.20	1.25	1.27	RK=89.5
	SD	0.0	1.53	1.32	1.37	1.34	
	N	0.	3.	10.	32.	45.	TI:JT
CURRICULUM CONSULTANTS	M	0.0	0.0	0.0	0.75	0.50	RK=65.5
	SD	0.0	0.0	0.0	0.71	0.67	
	N	0.	2.	2.	8.	12.	TI:OC/JT/SG
SPEECH AND HEARING CLINICIANS	M	1.75	1.20	1.27	1.35	1.38	RK=92.0
	SD	1.49	1.30	1.01	1.30	1.24	
	N	8.	5.	11.	23.	47.	TI:JT
SPECIAL EDUCATION CONSULTANTS	M	1.38	2.00	0.67	0.67	1.19	RK=80.0
	SD	0.74	2.83	0.58	1.15	1.11	
	N	8.	2.	3.	3.	16.	TI:JT
DIRECTORS OF SPECIAL EDUCATION	M	0.33	2.50	1.60	0.63	1.06	RK=64.0
	SD	0.58	0.71	1.34	0.92	1.15	
	N	3.	2.	5.	8.	18.	TI:JT
SPECIAL EDUCATION TEACHERS	M	1.19	1.46	1.39	1.42	1.37	RK=95.0
	SD	1.23	1.20	1.33	1.26	1.27	
	N	58.	28.	76.	106.	268.	TI:JT
REGULAR ELEMENTARY TEACHERS	M	0.0	1.11	1.38	1.70	1.60	RK=99.5
	SD	0.0	0.93	1.17	1.39	1.33	
	N	0.	9.	24.	106.	139.	TI:JT
SUPER.,PRIN. & DIRECTORS COMBINED	M	0.33	1.83	1.33	1.13	1.20	RK=84.0
	SD	0.58	1.17	1.28	1.27	1.26	
	N	3.	6.	18.	53.	80.	TI:JT
REG. & SPEC. EDUC. TCHRS. COMBINED	M	1.19	1.38	1.39	1.56	1.45	RK=97.0
	SD	1.23	1.14	1.29	1.33	1.29	
	N	58.	37.	100.	212.	407.	TI:JT
DISTRICT SUBTOTALS	M	1.23	1.35	1.35	1.43	1.38	RK=95.5
	SD	1.18	1.20	1.25	1.31	1.27	
	N	82.	54.	137.	308.	581.	TI:JT

TABLE 56

46. EXPLAINING THEORIES AND TECHNIQUES OF BEHAVIOR MANAGEMENT SYSTEMS TO EDUCATIONAL PERSONNEL.

COMPETENCY DIMENSIONS: FUNCTION=ADVISING CONTEXT=INSTRUCTION

		DISTRICT SIZE					
POSITION		INTER. DIST.	25,000+	10,000- 24,999	5,000- 9,999	ROW TOTALS	
SUPERINTENDENTS	M	0.0	2.00	0.0	1.15	1.00	RK=55.5
	SD	0.0	0.0	0.0	0.69	0.79	
	N	0.	1.	3.	13.	17.	TI:OC
PSYCHOLOGISTS	M	1.20	0.50	1.33	0.67	0.89	RK=44.5
	SD	0.84	0.71	1.53	1.41	1.20	
	N	5.	2.	3.	9.	19.	TI:OC
PRINCIPALS	M	0.0	2.33	1.10	1.19	1.24	RK=88.0
	SD	0.0	0.58	0.74	1.06	1.00	
	N	0.	3.	10.	32.	45.	TI:OC
CURRICULUM CONSULTANTS	M	0.0	0.50	1.50	1.00	1.00	RK=96.5
	SD	0.0	0.71	0.71	0.76	0.74	
	N	0.	2.	2.	8.	12.	TI:OC
SPEECH AND HEARING CLINICIANS	M	1.75	0.40	1.18	0.82	1.02	RK=63.0
	SD	0.71	0.55	0.87	0.96	0.93	
	N	8.	5.	11.	22.	46.	TI:OC
SPECIAL EDUCATION CONSULTANTS	M	1.38	2.50	1.67	0.50	1.47	RK=93.0
	SD	0.52	2.12	0.58	0.71	0.92	
	N	8.	2.	3.	2.	15.	TI:OC
DIRECTORS OF SPECIAL EDUCATION	M	1.00	2.50	2.20	1.13	1.53	RK=94.0
	SD	0.0	2.12	1.30	1.13	1.22	
	N	4.	2.	5.	8.	19.	TI:OC
SPECIAL EDUCATION TEACHERS	M	1.14	1.33	1.09	1.42	1.25	RK=38.5
	SD	0.99	1.24	1.07	1.23	1.14	
	N	59.	27.	76.	106.	268.	TI:OC
REGULAR ELEMENTARY TEACHERS	M	0.0	0.89	1.17	1.51	1.41	RK=94.0
	SD	0.0	1.27	1.11	1.12	1.14	
	N	0.	9.	23.	106.	138.	TI:OC
SUPER.,PRIN. & DIRECTORS COMBINED	M	1.00	2.33	1.22	1.17	1.26	RK=88.0
	SD	0.0	1.03	1.11	0.98	1.02	
	N	4.	6.	18.	53.	81.	TI:OC
REG. & SPEC. EDUC. TCHRS. COMBINED	M	1.14	1.22	1.11	1.46	1.31	RK=91.5
	SD	0.99	1.24	1.08	1.17	1.14	
	N	59.	36.	99.	212.	406.	TI:OC
DISTRICT SUBTOTALS	M	1.21	1.26	1.15	1.32	1.26	RK=88.0
	SD	0.91	1.26	1.05	1.14	1.10	
	N	84.	53.	136.	306.	579.	TI:OC

TABLE 57

47. INTERPRETING REPORTS AND RESULTS FROM MEASUREMENT ON CHILDREN (E.G., MEDICAL REPORTS, PSYCHOLOGICAL STUDIES, DIAGNOSTIC TESTS).

COMPETENCY DIMENSIONS: FUNCTION=ADVISING CONTEXT=INSTRUCTION

		DISTRICT SIZE					
POSITION		INTER. DIST.	25,000+	10,000-24,999	5,000-9,999	ROW TOTALS	
SUPERINTENDENTS	M	0.0	1.00	0.33	0.69	0.65	RK=22.0
	SD	0.0	0.0	0.58	1.32	1.17	
	N	0.	1.	3.	13.	17.	TI:OC
PSYCHOLOGISTS	M	1.80	2.00	1.67	0.67	1.26	RK=78.5
	SD	0.84	1.41	1.53	0.87	1.10	
	N	5.	2.	3.	9.	19.	TI:OC
PRINCIPALS	M	0.0	2.00	1.10	0.81	0.96	RK=52.0
	SD	0.0	1.73	1.52	0.86	1.11	
	N	0.	3.	10.	32.	45.	TI:OC
CURRICULUM CONSULTANTS	M	0.0	0.50	0.50	0.13	0.25	RK=25.5
	SD	0.0	0.71	0.71	0.35	0.45	
	N	0.	2.	2.	8.	12.	TI:OC
SPEECH AND HEARING CLINICIANS	M	1.25	1.40	1.55	0.83	1.13	RK=71.0
	SD	1.39	1.95	1.21	1.07	1.26	
	N	8.	5.	11.	23.	47.	TI:OC
SPECIAL EDUCATION CONSULTANTS	M	1.13	2.00	0.67	0.0	0.94	RK=47.0
	SD	0.64	2.83	1.15	0.0	1.12	
	N	8.	2.	3.	3.	16.	TI:OC
DIRECTORS OF SPECIAL EDUCATION	M	0.50	4.00	1.60	1.25	1.47	RK=92.0
	SD	0.58	0.0	1.52	1.16	1.43	
	N	4.	2.	5.	8.	19.	TI:OC
SPECIAL EDUCATION TEACHERS	M	0.92	1.00	0.95	0.63	0.82	RK=43.0
	SD	1.22	1.12	1.13	1.04	1.12	
	N	59.	28.	76.	104.	267.	TI:OC
REGULAR ELEMENTARY TEACHERS	M	0.0	0.56	0.35	1.04	0.89	RK=53.0
	SD	0.0	0.88	0.57	1.20	1.13	
	N	0.	9.	23.	106.	138.	TI:OC
SUPER. PRIN. & DIRE[illegible]S COMBINE[illegible]	M	0.50	2.50	1.11	0.85	1.01	RK=59.0
	SD	0.58	1.64	1.41	1.03	1.22	
	N	4.	6.	18.	53.	81.	TI:OC
REG. & SPEC. EDUC. TCHRS. COMBINED	M	0.92	0.89	0.81	0.84	0.85	RK=44.5
	SD	1.22	1.07	1.06	1.14	1.12	
	N	59.	37.	99.	210.	405.	TI:OC
DISTRICT SUBTOTALS	M	1.00	1.19	0.92	0.81	0.90	RK=51.5
	SD	1.16	1.36	1.14	1.09	1.14	
	N	84.	54.	136.	306.	580.	TI:OC

TABLE 58

48. AIDING TEACHERS IN DEVELOPING THEIR OWN PUPIL EVALUATIVE TECHNIQUES.

COMPETENCY DIMENSIONS: FUNCTION=TRAINING CONTEXT=INSTRUCTION

POSITION		DISTRICT SIZE: INTER. DIST.	25,000+	10,000-24,999	5,000-9,999	ROW TOTALS	
SUPERINTENDENTS	M	0.0	1.00	0.0	0.77	0.65	RK=22.0
	SD	0.0	0.0	0.0	1.01	0.93	
	N	0.	1.	3.	13.	17.	TI:JT
PSYCHOLOGISTS	M	0.60	1.50	2.00	1.22	1.21	RK=73.0
	SD	0.89	0.71	1.00	1.09	1.03	
	N	5.	2.	3.	9.	19.	TI:JT
PRINCIPALS	M	0.0	1.00	0.70	1.03	0.96	RK=52.0
	SD	0.0	1.73	0.82	0.78	0.85	
	N	0.	3.	10.	32.	45.	TI:OC/JT
CURRICULUM CONSULTANTS	M	0.0	0.0	0.0	0.38	0.25	RK=25.5
	SD	0.0	0.0	0.0	0.52	0.45	
	N	0.	2.	2.	8.	12.	TI:OC/JT
SPEECH AND HEARING CLINICIANS	M	1.00	1.00	1.18	0.82	0.96	RK=51.5
	SD	0.93	1.22	0.87	1.05	0.99	
	N	8.	5.	11.	22.	46.	TI:OC/JT
SPECIAL EDUCATION CONSULTANTS	M	1.38	1.50	0.67	0.33	1.06	RK=60.0
	SD	0.74	2.12	0.58	0.58	0.93	
	N	8.	2.	3.	3.	16.	TI:OC/JT
DIRECTORS OF SPECIAL EDUCATION	M	0.50	1.50	0.80	0.75	0.79	RK=40.5
	SD	0.58	0.71	0.45	0.71	0.63	
	N	4.	2.	5.	8.	19.	TI:OC/JT
SPECIAL EDUCATION TEACHERS	M	0.95	1.00	0.95	1.00	0.97	RK=63.5
	SD	0.97	1.15	0.95	0.98	0.98	
	N	59.	28.	76.	106.	269.	TI:JT
REGULAR ELEMENTARY TEACHERS	M	0.0	0.56	0.71	1.05	0.96	RK=64.0
	SD	0.0	0.73	0.75	1.10	1.03	
	N	0.	9.	24.	106.	139.	TI:JT
SUPER.,PRIN. & DIRECTORS COMBINED	M	0.50	1.17	0.61	0.92	0.85	RK=34.0
	SD	0.58	1.17	0.70	0.83	0.82	
	N	4.	6.	18.	53.	81.	TI:OC/JT
REG. & SPEC. EDUC. TCHRS. COMBINED	M	0.95	0.89	0.89	1.02	0.97	RK=64.5
	SD	0.97	1.07	0.91	1.04	1.00	
	N	59.	37.	100.	212.	408.	TI:JT
DISTRICT SUBTOTALS	M	0.95	0.94	0.88	0.97	0.95	RK=61.5
	SD	0.93	1.09	0.89	1.00	0.97	
	N	84.	54.	137.	307.	582.	TI:JT

TABLE 59

49. RECOMMENDING TESTS APPROPRIATE TO ASSESSMENT OF PUPIL PERFORMANCE IN A GIVEN CONTENT AREA.

COMPETENCY DIMENSIONS: FUNCTION=ADVISING CONTEXT=INSTRUCTION

		DISTRICT SIZE					
POSITION		INTER. DIST.	25,000+	10,000-24,999	5,000-9,999	ROW TOTALS	
SUPERINTENDENTS	M	0.0	0.0	0.0	0.77	0.59	RK=15.5
	SD	0.0	0.0	0.0	1.09	1.00	
	N	0.	1.	3.	13.	17.	TI:0C
PSYCHOLOGISTS	M	1.00	1.50	1.00	1.33	1.21	RK=73.0
	SD	0.71	0.71	1.00	0.87	0.79	
	N	5.	2.	3.	9.	19.	TI:0C
PRINCIPALS	M	0.0	1.67	1.10	1.06	1.11	RK=71.5
	SD	0.0	1.15	0.88	0.95	0.93	
	N	0.	3.	10.	32.	45.	TI:0C
CURRICULUM CONSULTANTS	M	0.0	0.0	0.50	1.13	0.83	RK=91.0
	SD	0.0	0.0	0.71	0.83	0.83	
	N	0.	2.	2.	8.	12.	TI:0C
SPEECH AND HEARING CLINICIANS	M	1.25	1.20	1.27	0.59	0.93	RK=49.0
	SD	0.89	1.10	0.90	0.67	0.85	
	N	8.	5.	11.	22.	46.	TI:0C
SPECIAL EDUCATION CONSULTANTS	M	1.38	2.00	0.33	0.67	1.13	RK=72.0
	SD	0.52	2.83	0.58	0.58	1.02	
	N	8.	2.	3.	3.	16.	TI:0C
DIRECTORS OF SPECIAL EDUCATION	M	1.25	2.00	1.40	1.38	1.42	RK=88.5
	SD	0.50	0.0	1.14	1.51	1.12	
	N	4.	2.	5.	8.	19.	TI:0C
SPECIAL EDUCATION TEACHERS	M	1.00	0.82	0.84	0.91	[illegible]	RK=53.5
	SD	1.10	0.90	0.88	0.92	0.95	
	N	59.	28.	76.	105.	268.	TI:0C
REGULAR ELEMENTARY TEACHERS	M	0.0	0.67	0.78	0.89	0.86	RK=46.0
	SD	0.0	1.00	0.85	0.98	0.96	
	N	0.	9.	23.	106.	138.	TI:0C
SUPER.,PRIN. & DIRECTORS COMBINED	M	1.25	1.50	1.00	1.04	1.07	RK=70.0
	SD	0.50	1.05	0.97	1.07	1.02	
	N	4.	6.	18.	53.	81.	TI:0C
REG. & SPEC. EDUC. TCHRS. COMBINED	M	1.00	0.78	0.83	0.90	0.89	RK=52.0
	SD	1.10	0.92	0.87	0.95	0.95	
	N	59.	37.	99.	211.	406.	TI:0C
DISTRICT SUBTOTALS	M	1.07	0.94	0.88	0.92	0.93	RK=57.5
	SD	0.99	1.04	0.88	0.95	0.95	
	N	84.	54.	136.	306.	580.	TI:0C

TABLE 60

50. TRAINING TEACHERS TO TRANSLATE THEIR CBSERVATIONS OF PUPIL BEHAVIOR INTO MEANINGFUL INSTRUCTION.

COMPETENCY DIMENSIONS: FUNCTION=TRAINING CONTEXT=INSTRUCTION

		DISTRICT SIZE					
POSITION		INTER. DIST.	25,000+	10,000- 24,999	5,000- 9,999	ROW TOTALS	
SUPERINTENDENTS	M	0.0	1.00	0.0	0.92	0.76	RK=35.5
	SD	0.0	0.0	0.0	1.32	1.20	
	N	0.	1.	3.	13.	17.	TI:JT
PSYCHOLOGISTS	M	0.60	0.50	1.67	0.44	0.68	RK=26.0
	SD	0.89	0.71	1.53	0.53	0.89	
	N	5.	2.	3.	9.	19.	TI:OC/JT
PRINCIPALS	M	0.0	1.00	0.60	0.72	0.71	RK=18.0
	SD	0.0	1.00	0.84	0.85	0.84	
	N	0.	3.	10.	32.	45.	TI:OC/JT
CURRICULUM CONSULTANTS	M	0.0	0.0	0.50	0.13	0.17	RK=16.0
	SD	0.0	0.0	0.71	0.35	0.39	
	N	0.	2.	2.	8.	12.	TI:OC
SPEECH AND HEARING CLINICIANS	M	0.88	0.60	0.73	0.65	0.70	RK=22.0
	SD	0.83	1.34	0.90	0.88	0.91	
	N	8.	5.	11.	23.	47.	TI:OC/JT
SPECIAL EDUCATION CONSULTANTS	M	0.63	2.00	0.0	0.0	0.56	RK=17.0
	SD	0.52	2.83	0.0	0.0	1.03	
	N	8.	2.	3.	3.	16.	TI:JT
DIRECTORS OF SPECIAL EDUCATION	M	0.50	2.50	0.60	0.25	0.63	RK=23.0
	SD	0.58	0.71	0.55	0.46	0.83	
	N	4.	2.	5.	8.	19.	TI:OC
SPECIAL EDUCATION TEACHERS	M	0.58	0.75	0.64	0.90	0.74	RK=29.5
	SD	0.89	0.97	0.98	1.16	1.04	
	N	59.	28.	76.	105.	268.	TI:JT
REGULAR ELEMENTARY TEACHERS	M	0.0	0.22	0.43	0.72	0.64	RK=21.0
	SD	0.0	0.44	0.66	1.12	1.03	
	N	0.	9.	23.	105.	137.	TI:OC/JT
SUPER., PRIN. & DIRECTORS COMBINED	M	0.50	1.50	0.50	0.70	0.70	RK=18.0
	SD	0.58	1.05	0.71	0.95	0.91	
	N	4.	6.	18.	53.	81.	TI:OC/JT
REG. & SPEC. EDUC. TCHRS. COMBINED	M	0.58	0.62	0.60	0.81	0.71	RK=27.0
	SD	0.89	0.89	0.91	1.14	1.04	
	N	59.	37.	99.	210.	405.	TI:JT
DISTRICT SUBTOTALS	M	0.61	0.74	0.60	0.75	0.69	RK=24.5
	SD	0.84	1.05	0.90	1.07	1.00	
	N	84.	54.	136.	306.	580.	TI:JT

TABLE 61

51. DEMONSTRATING TEACHING ACTIVITIES FOR SPECIFIC INSTRUCTIONAL OBJECTIVES.

COMPETENCY DIMENSIONS: FUNCTION=ADVISING CONTEXT=INSTRUCTION

POSITION		DISTRICT SIZE: INTER. DIST.	25,000+	10,000-24,999	5,000-9,999	ROW TOTALS	
SUPERINTENDENTS	M	0.0	1.00	0.0	1.31	1.06	RK=63.5
	SD	0.0	0.0	0.0	1.11	1.09	
	N	0.	1.	3.	13.	17.	TI:JT/SG
PSYCHOLOGISTS	M	1.20	1.00	2.00	1.11	1.26	RK=78.5
	SD	0.84	1.41	1.73	0.78	0.99	
	N	5.	2.	3.	9.	19.	TI:JT
PRINCIPALS	M	0.0	0.33	1.10	1.03	1.00	RK=61.0
	SD	0.0	0.58	1.20	1.05	1.05	
	N	0.	3.	10.	33.	46.	TI:OC/JT
CURRICULUM CONSULTANTS	M	0.0	0.50	1.50	0.38	0.58	RK=72.0
	SD	0.0	0.71	0.71	0.52	0.67	
	N	0.	2.	2.	8.	12.	TI:OC/JT/SG
SPEECH AND HEARING CLINICIANS	M	1.88	1.60	1.18	0.95	1.24	RK=78.0
	SD	1.13	1.14	1.08	0.84	1.02	
	N	8.	5.	11.	22.	46.	TI:OC/JT
SPECIAL EDUCATION CONSULTANTS	M	1.75	2.00	1.33	0.33	1.44	RK=91.5
	SD	0.71	2.83	2.31	0.58	1.36	
	N	8.	2.	3.	3.	16.	TI:JT
DIRECTORS OF SPECIAL EDUCATION	M	0.25	1.00	0.60	0.38	0.47	RK=11.0
	SD	0.50	1.41	0.55	0.74	0.70	
	N	4.	2.	5.	8.	19.	TI:OC/JT
SPECIAL EDUCATION TEACHERS	M	1.02	1.10	0.93	1.05	1.01	RK=68.0
	SD	1.05	1.08	0.98	1.01	1.01	
	N	60.	29.	76.	106.	271.	TI:JT
REGULAR ELEMENTARY TEACHERS	M	0.0	0.78	0.83	1.03	0.98	RK=67.5
	SD	0.0	1.39	1.05	1.19	1.18	
	N	0.	9.	24.	106.	139.	TI:JT
SUPER.,PRIN. & DIRECTORS COMBINED	M	0.25	0.67	0.78	1.00	0.89	RK=41.5
	SD	0.50	0.82	1.00	1.05	1.01	
	N	4.	6.	18.	54.	82.	TI:OC/JT
REG. & SPEC. EDUC. TCHRS. COMBINED	M	1.02	1.03	0.91	1.04	1.00	RK=69.5
	SD	1.05	1.15	1.00	1.10	1.07	
	N	60.	38.	100.	212.	410.	TI:JT
DISTRICT SUBTOTALS	M	1.14	1.05	0.96	1.00	1.02	RK=72.0
	SD	1.05	1.16	1.05	1.05	1.06	
	N	85.	55.	137.	308.	585.	TI:JT

TABLE 62

52. DEVELOPING TEACHING ACTIVITIES WHICH ACCOMPLISH SPECIFIC INSTRUCTIONAL GOALS (E.G., READING READINESS, AUDITORY DISCRIMINATION).

COMPETENCY DIMENSIONS: FUNCTION=DEVELOPING CONTEXT=INSTRUCTION

		DISTRICT SIZE					
POSITION		INTER. DIST.	25,000+	10,000-24,999	5,000-9,999	ROW TOTALS	
SUPERINTENDENTS	M	0.0	1.00	0.0	1.23	1.06	RK=63.5
	SD	0.0	0.0	0.0	1.48	1.39	
	N	0.	1.	2.	13.	16.	TI:OC
PSYCHOLOGISTS	M	0.40	0.0	1.67	0.56	0.63	RK=21.5
	SD	0.55	0.0	1.53	0.53	0.83	
	N	5.	2.	3.	9.	19.	TI:OC
PRINCIPALS	M	0.0	0.67	1.20	0.94	0.98	RK=56.5
	SD	0.0	1.15	1.32	0.97	1.04	
	N	0.	3.	10.	33.	46.	TI:OC/JT
CURRICULUM CONSULTANTS	M	0.0	0.0	0.50	0.38	0.33	RK=39.0
	SD	0.0	0.0	0.71	0.52	0.49	
	N	0.	2.	2.	8.	12.	TI:OC
SPEECH AND HEARING CLINICIANS	M	1.63	1.00	0.91	0.86	1.02	RK=63.0
	SD	1.30	1.22	0.94	0.99	1.06	
	N	8.	5.	11.	22.	46.	TI:OC
SPECIAL EDUCATION CONSULTANTS	M	1.00	2.00	1.33	0.67	1.13	RK=72.0
	SD	0.0	1.41	1.15	0.58	0.72	
	N	8.	2.	3.	3.	16.	TI:OC
DIRECTORS OF SPECIAL EDUCATION	M	1.00	1.50	0.60	0.38	0.68	RK=29.5
	SD	0.0	2.12	0.55	0.74	0.82	
	N	4.	2.	5.	8.	19.	TI:OC
SPECIAL EDUCATION TEACHERS	M	0.82	0.76	0.70	0.83	0.78	RK=37.5
	SD	1.07	0.95	0.80	0.94	0.93	
	N	60.	29.	76.	106.	271.	TI:OC
REGULAR ELEMENTARY TEACHERS	M	0.0	0.56	0.67	0.62	0.63	RK=19.0
	SD	0.0	0.88	0.96	0.97	0.96	
	N	0.	9.	24.	106.	139.	TI:OC/JT
SUPER.,PRIN. & DIRECTORS COMBINED	M	1.00	1.00	0.88	0.93	0.93	RK=48.5
	SD	0.0	1.26	1.11	1.10	1.07	
	N	4.	6.	17.	54.	81.	TI:OC
REG. & SPEC. EDUC. TCHRS. COMBINED	M	0.82	0.71	0.69	0.73	0.73	RK=30.0
	SD	1.07	0.93	0.84	0.96	0.94	
	N	60.	38.	100.	212.	410.	TI:OC/JT
DISTRICT SUBTOTALS	M	0.89	0.76	0.76	0.76	0.78	RK=35.5
	SD	1.01	1.00	0.90	0.97	0.96	
	N	85.	55.	136.	308.	584.	TI:OC

TABLE 63

53. ASSESSING THE ABILITY OF TEACHERS TO SELECT AND USE INSTRUCTIONAL MATERIALS.

COMPETENCY DIMENSIONS: FUNCTION=EVALUATING CONTEXT=MAT. AND MEDIA

		DISTRICT SIZE					
POSITION		INTER. DIST.	25,000+	10,000- 24,999	5,000- 9,999	ROW TOTALS	
SUPERINTENDENTS	M	0.0	1.00	0.67	1.46	1.29	RK=88.5
	SD	0.0	0.0	1.15	1.05	1.05	
	N	0.	1.	3.	13.	17.	TI:OC/SG
PSYCHOLOGISTS	M	1.00	1.50	2.00	1.67	1.53	RK=94.0
	SD	0.71	0.71	1.00	0.87	0.84	
	N	5.	2.	3.	9.	19.	TI:JT
PRINCIPALS	M	0.0	1.33	1.50	1.33	1.37	RK=91.0
	SD	0.0	1.15	1.18	1.19	1.16	
	N	0.	3.	10.	33.	46.	TI:JT/SG
CURRICULUM CONSULTANTS	M	0.0	0.0	0.0	1.13	0.75	RK=86.5
	SD	0.0	0.0	0.0	0.64	0.75	
	N	0.	2.	2.	8.	12.	TI:OC/JT/SG
SPEECH AND HEARING CLINICIANS	M	1.63	1.20	1.09	1.35	1.32	RK=85.0
	SD	1.19	1.64	0.83	1.23	1.16	
	N	8.	5.	11.	23.	47.	TI:JT
SPECIAL EDUCATION CONSULTANTS	M	1.63	2.00	0.33	0.67	1.25	RK=85.0
	SD	0.74	2.83	0.58	0.58	1.13	
	N	8.	2.	3.	3.	16.	TI:JT
DIRECTORS OF SPECIAL EDUCATION	M	1.00	0.50	1.80	1.13	1.21	RK=77.0
	SD	0.82	0.71	0.84	0.83	0.85	
	N	4.	2.	5.	8.	19.	TI:JT
SPECIAL EDUCATION TEACHERS	M	1.28	1.41	1.55	1.39	1.41	RK=96.0
	SD	1.18	1.18	1.28	1.16	1.20	
	N	60.	29.	76.	106.	271.	TI:JT
REGULAR ELEMENTARY TEACHERS	M	0.0	1.11	1.13	1.42	1.35	RK=92.0
	SD	0.0	1.27	0.99	1.20	1.17	
	N	0.	9.	24.	106.	139.	TI:JT
SUPER.,PRIN. & DIRECTORS COMBINED	M	1.00	1.00	1.44	1.33	1.32	RK=91.0
	SD	0.82	0.89	1.10	1.10	1.06	
	N	4.	6.	18.	54.	82.	TI:JT
REG. & SPEC. EDUC. TCHRS. COMBINED	M	1.28	1.34	1.45	1.41	1.39	RK=94.5
	SD	1.18	1.19	1.23	1.18	1.19	
	N	60.	38.	100.	212.	410.	TI:JT
DISTRICT SUBTOTALS	M	1.32	1.27	1.39	1.38	1.36	RK=93.0
	SD	1.10	1.22	1.18	1.14	1.15	
	N	85.	55.	137.	309.	586.	TI:JT

TABLE 64

54. IDENTIFYING THE PROBLEMS THAT TEACHERS ENCOUNTER IN THE SELECTION AND ACQUISITION OF MATERIALS.

COMPETENCY DIMENSIONS: FUNCTION=EVALUATING CONTEXT=MAT. AND MEDIA

		DISTRICT SIZE					
POSITION		INTER. DIST.	25,000+	10,000- 24,999	5,000- 9,999	ROW TOTALS	
SUPERINTENDENTS	M	0.0	1.00	0.33	1.31	1.12	RK=75.0
	SD	0.0	0.0	0.58	0.85	0.86	
	N	0.	1.	3.	13.	17.	TI:OC/JT/SG
PSYCHOLOGISTS	M	1.00	2.00	1.67	1.22	1.32	RK=83.0
	SD	0.0	0.0	1.15	0.67	0.67	
	N	5.	2.	3.	9.	19.	TI:JT
PRINCIPALS	M	0.0	1.33	1.30	1.15	1.20	RK=85.0
	SD	0.0	0.58	1.25	1.03	1.05	
	N	0.	3.	10.	33.	46.	TI:JT
CURRICULUM CONSULTANTS	M	0.0	0.0	1.00	0.88	0.75	RK=86.5
	SD	0.0	0.0	1.41	0.83	0.87	
	N	0.	2.	2.	8.	12.	TI:JT/SG
SPEECH AND HEARING CLINICIANS	M	1.25	1.20	1.09	1.30	1.23	RK=77.0
	SD	0.89	0.84	1.14	1.11	1.03	
	N	8.	5.	11.	23.	47.	TI:JT
SPECIAL EDUCATION CONSULTANTS	M	1.88	1.00	0.33	0.67	1.25	RK=85.0
	SD	0.83	1.41	0.58	0.58	1.00	
	N	8.	2.	3.	3.	16.	TI:JT
DIRECTORS OF SPECIAL EDUCATION	M	1.00	1.00	1.80	1.00	1.21	RK=77.0
	SD	0.0	1.41	1.10	0.93	0.92	
	N	4.	2.	5.	8.	19.	TI:JT
SPECIAL EDUCATION TEACHERS	M	0.90	1.17	1.08	1.04	1.03	RK=71.5
	SD	0.89	1.07	1.09	1.13	1.06	
	N	61.	29.	76.	106.	272.	TI:JT
REGULAR ELEMENTARY TEACHERS	M	0.0	0.78	0.92	1.20	1.12	RK=82.0
	SD	0.0	1.30	0.83	1.18	1.14	
	N	0.	9.	24.	105.	138.	TI:JT
SUPER.,PRIN. & DIRECTORS COMBINED	M	1.00	1.17	1.28	1.17	1.18	RK=83.0
	SD	0.0	0.75	1.18	0.97	0.97	
	N	4.	6.	18.	54.	82.	TI:JT
REG. & SPEC. EDUC. TCHRS. COMBINED	M	0.90	1.08	1.04	1.12	1.06	RK=75.0
	SD	0.99	1.12	1.03	1.15	1.09	
	N	61.	38.	100.	211.	410.	TI:JT
DISTRICT SUBTOTALS	M	1.03	1.09	1.07	1.13	1.10	RK=78.5
	SD	0.87	1.04	1.05	1.09	1.05	
	N	86.	55.	137.	308.	586.	TI:JT

TABLE 65

55. EVALUATING AND SELECTING MATERIALS IN ACCORDANCE WITH THE FINANCIAL RESOURCES OF THE SCHOOL.

COMPETENCY DIMENSIONS: FUNCTION=EVALUATING CONTEXT=MAT. AND MEDIA

POSITION		DISTRICT SIZE: INTER. DIST.	25,000+	10,000-24,999	5,000-9,999	ROW TOTALS	
SUPERINTENDENTS	M	0.0	1.00	0.33	1.00	0.88	RK=45.5
	SD	0.0	0.0	0.58	1.08	0.99	
	N	0.	1.	3.	13.	17.	TI:JT
PSYCHOLOGISTS	M	0.40	1.00	1.67	1.11	1.00	RK=53.5
	SD	0.55	1.41	1.15	0.78	0.88	
	N	5.	2.	3.	9.	19.	TI:JT
PRINCIPALS	M	0.0	2.00	1.00	1.09	1.13	RK=75.0
	SD	0.0	1.00	0.94	0.98	0.98	
	N	0.	3.	10.	33.	46.	TI:JT
CURRICULUM CONSULTANTS	M	0.0	0.0	0.0	0.63	0.42	RK=54.5
	SD	0.0	0.0	0.0	0.52	0.51	
	N	0.	2.	2.	8.	12.	TI:JT
SPEECH AND HEARING CLINICIANS	M	0.75	1.20	1.36	0.65	0.89	RK=44.5
	SD	0.89	1.64	0.92	0.71	0.94	
	N	8.	5.	11.	23.	47.	TI:JT
SPECIAL EDUCATION CONSULTANTS	M	1.38	0.0	0.67	0.67	0.94	RK=47.0
	SD	0.74	0.0	0.58	1.15	0.85	
	N	8.	2.	3.	3.	16.	TI:JT
DIRECTORS OF SPECIAL EDUCATION	M	1.00	0.0	2.60	1.00	1.32	RK=85.0
	SD	0.82	0.0	1.14	1.41	1.38	
	N	4.	2.	5.	8.	19.	TI:JT
SPECIAL EDUCATION TEACHERS	M	0.77	0.66	0.93	0.87	0.84	RK=46.5
	SD	0.94	0.90	0.96	1.01	0.96	
	N	61.	29.	76.	106.	272.	TI:JT
REGULAR ELEMENTARY TEACHERS	M	0.0	0.89	0.65	0.95	0.90	RK=55.0
	SD	0.0	1.27	1.07	1.13	1.13	
	N	0.	9.	23.	106.	138.	TI:JT
SUPER.,PRIN. & DIRECTORS COMBINED	M	1.00	1.17	1.33	1.05	1.12	RK=77.5
	SD	0.82	1.17	1.24	1.05	1.08	
	N	4.	6.	18.	54.	82.	TI:JT
REG. & SPEC. EDUC. TCHRS. COMBINED	M	0.77	0.71	0.87	0.91	0.86	RK=47.5
	SD	0.94	0.98	0.99	1.07	1.02	
	N	61.	38.	99.	212.	410.	TI:JT
DISTRICT SUBTOTALS	M	0.81	0.76	0.97	0.91	0.90	RK=51.5
	SD	0.90	1.05	1.03	1.03	1.01	
	N	86.	55.	136.	309.	586.	TI:JT

TABLE 66

56. TRAINING TEACHERS IN THE SELECTION AND USE OF MATERIALS TO PRODUCE AN INTEGRATED AND COORDINATED CLASSROOM PROGRAM.

COMPETENCY DIMENSIONS: FUNCTION=TRAINING CONTEXT=MAT. AND MEDIA

		DISTRICT SIZE					
POSITION		INTER. DIST.	25,000+	10,000- 24,999	5,000- 9,999	ROW TOTALS	
SUPERINTENDENTS	M	0.0	1.00	0.0	0.62	0.53	RK=11.0
	SD	0.0	0.0	0.0	0.65	0.62	
	N	0.	1.	3.	13.	17.	TI:OC
PSYCHOLOGISTS	M	0.60	1.00	0.67	0.78	0.74	RK=30.5
	SD	0.55	0.0	1.15	0.83	0.73	
	N	5.	2.	3.	9.	19.	TI:OC/JT
PRINCIPALS	M	0.0	1.00	0.90	1.00	0.98	RK=56.5
	SD	0.0	1.00	0.88	0.87	0.86	
	N	0.	3.	10.	33.	46.	TI:JT
CURRICULUM CONSULTANTS	M	0.0	0.0	0.50	0.50	0.42	RK=54.5
	SD	0.0	0.0	0.71	0.53	0.51	
	N	0.	2.	2.	8.	12.	TI:OC/JT
SPEECH AND HEARING CLINICIANS	M	0.75	1.00	1.00	0.74	0.83	RK=38.5
	SD	0.71	1.22	1.00	0.62	0.79	
	N	8.	5.	11.	23.	47.	TI:OC/JT
SPECIAL EDUCATION CONSULTANTS	M	1.00	0.50	0.0	0.33	0.63	RK=21.5
	SD	0.53	0.71	0.0	0.58	0.62	
	N	8.	2.	3.	3.	16.	TI:JT
DIRECTORS OF SPECIAL EDUCATION	M	0.75	1.50	1.20	0.75	0.95	RK=53.5
	SD	0.50	2.12	0.45	1.16	0.97	
	N	4.	2.	5.	8.	19.	TI:OC/JT
SPECIAL EDUCATION TEACHERS	M	0.92	0.76	0.80	1.08	0.93	RK=56.5
	SD	1.01	0.91	0.94	1.17	1.05	
	N	60.	29.	76.	105.	270.	TI:JT
REGULAR ELEMENTARY TEACHERS	M	0.0	0.78	0.75	0.83	0.81	RK=41.0
	SD	0.0	1.09	0.94	1.00	0.99	
	N	0.	9.	24.	105.	138.	TI:JT
SUPER.,PRIN. & DIRECTORS COMBINED	M	0.75	1.17	0.83	0.87	0.88	RK=38.0
	SD	0.50	1.17	0.79	0.87	0.85	
	N	4.	6.	18.	54.	82.	TI:OC/JT
REG. & SPEC. EDUC. TCHRS. COMBINED	M	0.92	0.76	0.79	0.95	0.89	RK=52.0
	SD	1.01	0.94	0.94	1.10	1.03	
	N	60.	38.	100.	210.	408.	TI:JT
DISTRICT SUBTOTALS	M	0.88	0.80	0.79	0.90	0.86	RK=44.0
	SD	0.91	0.95	0.91	1.01	0.97	
	N	85.	55.	137.	307.	584.	TI:JT

TABLE 67

57. ADVISING ADMINISTRATORS ON ACQUISITION OF CLASSROOM EQUIPMENT, SUPPLIES, AND MATERIALS.

COMPETENCY DIMENSIONS: FUNCTION=ADVISING CONTEXT=MAT. AND MEDIA

		DISTRICT SIZE					
POSITION		INTER. DIST.	25,000+	10,000-24,999	5,000-9,999	ROW TOTALS	
SUPERINTENDENTS	M	0.0	1.00	0.33	1.54	1.29	RK=88.5
	SD	0.0	0.0	0.58	1.20	1.16	
	N	0.	1.	3.	13.	17.	TI:OC/JT/SG
PSYCHOLOGISTS	M	1.00	1.00	1.00	1.33	1.16	RK=69.0
	SD	0.71	0.0	0.0	0.87	0.69	
	N	5.	2.	3.	9.	19.	TI:JT
PRINCIPALS	M	0.0	1.00	1.20	1.12	1.13	RK=75.0
	SD	0.0	1.00	1.23	1.08	1.09	
	N	0.	3.	10.	33.	46.	TI:JT
CURRICULUM CONSULTANTS	M	0.0	0.50	0.50	0.75	0.67	RK=79.5
	SD	0.0	0.71	0.71	0.71	0.65	
	N	0.	2.	2.	8.	12.	TI:JT
SPEECH AND HEARING CLINICIANS	M	1.75	0.60	1.36	0.65	1.00	RK=57.5
	SD	0.71	0.89	1.21	0.71	0.96	
	N	8.	5.	11.	23.	47.	TI:JT
SPECIAL EDUCATION CONSULTANTS	M	1.50	1.50	1.33	0.0	1.19	RK=80.0
	SD	0.76	2.12	1.15	0.0	1.05	
	N	8.	2.	3.	3.	16.	TI:OC/JT
DIRECTORS OF SPECIAL EDUCATION	M	0.75	1.50	1.60	0.75	1.05	RK=60.5
	SD	0.50	0.71	0.89	1.04	0.91	
	N	4.	2.	5.	8.	19.	TI:JT
SPECIAL EDUCATION TEACHERS	M	0.77	0.62	0.82	0.88	0.81	RK=41.5
	SD	0.86	0.82	1.13	1.02	1.00	
	N	61.	29.	76.	106.	272.	TI:JT
REGULAR ELEMENTARY TEACHERS	M	0.0	0.56	0.96	1.15	1.08	RK=76.0
	SD	0.0	0.73	1.04	1.12	1.09	
	N	0.	9.	24.	106.	139.	TI:JT
SUPER.,PRIN. & DIRECTORS COMBINED	M	0.75	1.17	1.17	1.17	1.15	RK=80.0
	SD	0.50	0.75	1.10	1.11	1.06	
	N	4.	6.	18.	54.	82.	TI:JT
REG. & SPEC. EDUC. TCHRS. COMBINED	M	0.77	0.61	0.85	1.01	0.90	RK=54.5
	SD	0.86	0.79	1.10	1.08	1.04	
	N	61.	33.	100.	212.	411.	TI:JT
DISTRICT SUBTOTALS	M	0.94	0.71	0.94	1.01	0.95	RK=61.5
	SD	0.87	0.83	1.10	1.05	1.02	
	N	86.	55.	137.	309.	587.	TI:JT

TABLE 68

58. ASSISTING TEACHERS IN THE DEVELOPMENT OF PROCEDURES FOR EVALUATING INSTRUCTIONAL MATERIALS AND MEDIA.

COMPETENCY DIMENSIONS: FUNCTION= CONTEXT=MAT. AND MEDIA

		DISTRICT SIZE					
POSITION		INTER. DIST.	25,000+	10,000-24,999	5,000-9,999	ROW TOTALS	
SUPERINTENDENTS	M	0.0	1.00	0.0	1.31	1.06	RK=63.5
	SD	0.0	0.0	0.0	1.18	1.14	
	N	0.	1.	3.	13.	17.	TI:OC
PSYCHOLOGISTS	M	1.00	1.50	1.67	0.89	1.11	RK=64.5
	SD	0.0	0.71	1.15	0.60	0.66	
	N	5.	2.	3.	9.	19.	TI:OC/JT
PRINCIPALS	M	0.0	1.00	1.10	1.15	1.13	RK=75.0
	SD	0.0	1.00	1.10	0.87	0.91	
	N	0.	3.	10.	33.	46.	TI:OC/JT
CURRICULUM CONSULTANTS	M	0.0	0.0	0.50	0.75	0.58	RK=72.0
	SD	0.0	0.0	0.71	0.71	0.67	
	N	0.	2.	2.	8.	12.	TI:OC/JT
SPEECH AND HEARING CLINICIANS	M	1.13	1.20	1.27	1.09	1.15	RK=74.0
	SD	0.83	0.84	1.01	0.90	0.88	
	N	8.	5.	11.	23.	47.	TI:OC/JT
SPECIAL EDUCATION CONSULTANTS	M	1.50	1.50	0.67	0.67	1.19	RK=80.0
	SD	0.76	2.12	1.15	1.15	1.05	
	N	8.	2.	3.	3.	16.	TI:OC/JT
DIRECTORS OF SPECIAL EDUCATION	M	0.50	1.00	1.20	0.50	0.74	RK=35.5
	SD	0.58	0.0	0.45	0.76	0.65	
	N	4.	2.	5.	8.	19.	TI:OC
SPECIAL EDUCATION TEACHERS	M	0.95	0.83	0.96	1.06	0.98	RK=65.0
	SD	0.77	0.85	0.82	0.95	0.87	
	N	60.	29.	76.	106.	271.	TI:JT
REGULAR ELEMENTARY TEACHERS	M	0.0	0.56	0.79	1.05	0.97	RK=66.0
	SD	0.0	1.01	0.66	1.03	0.98	
	N	0.	9.	24.	106.	139.	TI:JT
SUPER.,PRIN. & DIRECTORS COMBINED	M	0.50	1.00	0.94	1.09	1.02	RK=62.0
	SD	0.58	0.63	0.94	0.96	0.92	
	N	4.	6.	18.	54.	82.	TI:OC
REG. & SPEC. EDUC. TCHRS. COMBINED	M	0.95	0.76	0.92	1.05	0.98	RK=67.5
	SD	0.77	0.88	0.79	0.99	0.90	
	N	60.	38.	100.	212.	410.	TI:JT
DISTRICT SUBTOTALS	M	1.00	0.85	0.96	1.05	1.00	RK=69.5
	SD	0.76	0.89	0.84	0.96	0.90	
	N	85.	55.	137.	309.	586.	TI:JT

TABLE 69

59. PROVIDING THE INSTRUCTIONAL STAFF WITH A CONTINUING SOURCE OF INFORMATION REGARDING MATERIALS AND MEDIA.

COMPETENCY DIMENSIONS: FUNCTION=ADVISING CONTEXT=MAT. AND MEDIA

		DISTRICT SIZE					
POSITION		INTER. DIST.	25,000+	10,000-24,999	5,000-9,999	ROW TOTALS	
SUPERINTENDENTS	M	0.0	1.00	0.0	1.00	0.82	RK=40.5
	SD	0.0	0.0	0.0	1.15	1.07	
	N	0.	1.	3.	13.	17.	TI:OC
PSYCHOLOGISTS	M	0.40	0.50	1.00	0.78	0.68	RK=26.0
	SD	0.55	0.71	0.0	0.44	0.48	
	N	5.	2.	3.	9.	19.	TI:JT
PRINCIPALS	M	0.0	1.33	0.40	0.85	0.78	RK=27.5
	SD	0.0	0.58	0.70	0.76	0.76	
	N	0.	3.	10.	33.	46.	TI:OC/JT
CURRICULUM CONSULTANTS	M	0.0	0.0	0.50	0.75	0.58	RK=72.0
	SD	0.0	0.0	0.71	0.71	0.67	
	N	0.	2.	2.	8.	12.	TI:OC/JT/SG
SPEECH AND HEARING CLINICIANS	M	0.63	1.00	1.27	0.57	0.79	RK=33.0
	SD	0.74	0.71	0.90	0.79	0.83	
	N	8.	5.	11.	23.	47.	TI:JT
SPECIAL EDUCATION CONSULTANTS	M	1.13	0.0	0.33	0.0	0.63	RK=21.5
	SD	0.64	0.0	0.58	0.0	0.72	
	N	8.	2.	3.	3.	16.	TI:JT
DIRECTORS OF SPECIAL EDUCATION	M	0.50	0.50	1.00	0.38	0.58	RK=16.0
	SD	0.58	0.71	1.22	0.52	0.77	
	N	4.	2.	5.	8.	19.	TI:OC/JT/SG
SPECIAL EDUCATION TEACHERS	M	0.57	0.48	0.46	0.53	0.51	RK= 8.5
	SD	0.87	0.74	0.72	0.82	0.79	
	N	60.	29.	76.	106.	271.	TI:JT
REGULAR ELEMENTARY TEACHERS	M	0.0	0.44	0.33	0.70	0.62	RK=16.5
	SD	0.0	0.73	0.48	0.91	0.85	
	N	0.	9.	24.	106.	139.	TI:JT
SUPER.,PRIN. & DIRECTORS COMBINED	M	0.50	1.00	0.50	0.81	0.74	RK=24.5
	SD	0.58	0.63	0.86	0.85	0.83	
	N	4.	6.	18.	54.	82.	TI:OC
REG. & SPEC. EDUC. TCHRS. COMBINED	M	0.57	0.47	0.43	0.61	0.55	RK= 8.5
	SD	0.87	0.73	0.67	0.87	0.81	
	N	60.	38.	100.	212.	410.	TI:JT
DISTRICT SUBTOTALS	M	0.61	0.55	0.52	0.65	0.60	RK=12.5
	SD	0.82	0.72	0.74	0.84	0.80	
	N	85.	55.	137.	309.	586.	TI:JT

TABLE 70

60. EVALUATING THE POTENTIAL AND ACTUAL SERVICES PROVIDED BY RESOURCE MATERIALS CENTERS.

COMPETENCY DIMENSIONS: FUNCTION=EVALUATING CONTEXT=MAT. AND MEDIA

POSITION		DISTRICT SIZE: INTER. DIST.	25,000+	10,000–24,999	5,000–9,999	ROW TOTALS	
SUPERINTENDENTS	M	0.0	1.00	0.0	1.38	1.12	RK=75.0
	SD	0.0	0.0	0.0	1.19	1.17	
	N	0.	1.	3.	13.	17.	TI:JT/SG
PSYCHOLOGISTS	M	1.20	2.00	1.00	1.44	1.37	RK=86.0
	SD	0.45	0.0	1.00	0.88	0.76	
	N	5.	2.	3.	9.	19.	TI:JT
PRINCIPALS	M	0.0	1.33	1.20	1.19	1.20	RK=87.0
	SD	0.0	0.58	0.92	0.93	0.89	
	N	0.	3.	10.	32.	45.	TI:JT
CURRICULUM CONSULTANTS	M	0.0	0.0	1.00	0.38	0.42	RK=54.5
	SD	0.0	0.0	1.41	0.74	0.79	
	N	0.	2.	2.	8.	12.	TI:OC/JT/SG
SPEECH AND HEARING CLINICIANS	M	1.13	1.40	1.00	0.87	1.00	RK=57.5
	SD	0.83	1.14	0.63	0.81	0.81	
	N	8.	5.	11.	23.	47.	TI:JT
SPECIAL EDUCATION CONSULTANTS	M	1.25	0.50	0.33	0.33	0.81	RK=35.0
	SD	0.46	0.71	0.58	0.58	0.66	
	N	8.	2.	3.	3.	16.	TI:JT
DIRECTORS OF SPECIAL EDUCATION	M	1.00	1.00	2.00	1.38	1.42	RK=88.5
	SD	0.82	1.41	0.71	1.06	0.96	
	N	4.	2.	5.	8.	19.	TI:JT
SPECIAL EDUCATION TEACHERS	M	0.89	0.93	1.03	0.94	0.95	RK=60.0
	SD	0.86	0.94	1.05	0.96	0.96	
	N	61.	28.	76.	106.	271.	TI:JT
REGULAR ELEMENTARY TEACHERS	M	0.0	0.44	0.67	0.99	0.90	RK=55.0
	SD	0.0	0.53	0.70	1.03	0.97	
	N	0.	9.	24.	106.	139.	TI:JT
SUPER., PRIN. & DIRECTORS COMBINED	M	1.00	1.17	1.22	1.26	1.23	RK=85.0
	SD	0.82	0.75	1.00	1.00	0.97	
	N	4.	6.	18.	53.	81.	TI:JT
REG. & SPEC. EDUC. TCHRS. COMBINED	M	0.89	0.81	0.94	0.97	0.93	RK=59.0
	SD	0.86	0.88	0.98	0.99	0.96	
	N	61.	37.	100.	212.	410.	TI:JT
DISTRICT SUBTOTALS	M	0.97	0.91	0.97	1.00	0.98	RK=67.0
	SD	0.80	0.90	0.95	0.98	0.94	
	N	86.	54.	137.	308.	585.	TI:JT

TABLE 71

51. ASSISTING IN THE ESTABLISHMENT OR REVISION OF A LOCAL RESOURCE MATERIALS CENTER.

COMPETENCY DIMENSIONS: FUNCTION=DEVELOPING CONTEXT=MAT. AND MEDIA

POSITION		DISTRICT SIZE: INTER. DIST.	25,000+	10,000–24,999	5,000–9,999	ROW TOTALS	
SUPERINTENDENTS	M	0.0	1.00	0.0	1.15	0.94	RK=50.5
	SD	0.0	0.0	0.0	0.80	0.83	
	N	0.	1.	3.	13.	17.	TI:OC/JT
PSYCHOLOGISTS	M	1.00	1.50	1.33	1.56	1.37	RK=86.0
	SD	0.0	0.71	0.58	1.01	0.76	
	N	5.	2.	3.	9.	19.	TI:JT
PRINCIPALS	M	0.0	1.33	0.70	1.27	1.15	RK=80.0
	SD	0.0	0.58	0.67	1.01	0.94	
	N	0.	3.	10.	33.	46.	TI:JT
CURRICULUM CONSULTANTS	M	0.0	0.0	1.00	0.63	0.58	RK=72.0
	SD	0.0	0.0	1.41	0.92	0.90	
	N	0.	2.	2.	8.	12.	TI:JT
SPEECH AND HEARING CLINICIANS	M	1.50	1.20	1.18	0.74	1.02	RK=63.0
	SD	0.93	1.10	0.87	0.69	0.85	
	N	8.	5.	11.	23.	47.	TI:JT
SPECIAL EDUCATION CONSULTANTS	M	1.25	1.50	1.00	0.33	1.06	RK=60.0
	SD	0.46	0.71	1.00	0.58	0.68	
	N	8.	2.	3.	3.	16.	TI:JT
DIRECTORS OF SPECIAL EDUCATION	M	0.50	1.00	1.60	1.38	1.21	RK=77.0
	SD	0.58	1.41	0.55	1.30	1.03	
	N	4.	2.	5.	8.	19.	TI:JT
SPECIAL EDUCATION TEACHERS	M	0.90	0.62	0.97	1.01	0.93	RK=56.5
	SD	0.89	0.62	0.94	1.00	0.93	
	N	61.	29.	76.	106.	272.	TI:JT
REGULAR ELEMENTARY TEACHERS	M	0.0	0.56	0.88	0.88	0.86	RK=46.0
	SD	0.0	0.53	0.90	0.[illegible]	0.93	
	N	0.	9.	24.	[illegible]	139.	TI:JT
SUPER.,PRIN. & DIRECTORS COMBINED	M	0.50	1.17	0.83	1.26	1.12	RK=77.5
	SD	0.58	0.75	0.79	0.99	0.93	
	N	4.	6.	18.	54.	82.	TI:JT
REG. & SPEC. EDUC. TCHRS. COMBINED	M	0.90	0.61	0.95	0.94	0.91	RK=56.0
	SD	0.89	0.59	0.93	0.98	0.93	
	N	61.	38.	100.	212.	411.	TI:JT
DISTRICT SUBTOTALS	M	0.98	0.76	0.96	0.99	0.96	RK=64.5
	SD	0.84	0.72	0.89	0.97	0.92	
	N	86.	55.	137.	309.	587.	TI:JT

TABLE 72

62. INSTRUCTING TEACHERS IN THE USE OF THE SERVICES OFFERED BY A RESOURCE MATERIALS CENTER.

COMPETENCY DIMENSIONS: FUNCTION=TRAINING CONTEXT=MAT. AND MEDIA

POSITION		DISTRICT SIZE: INTER. DIST.	25,000+	10,000-24,999	5,000-9,999	ROW TOTALS	
SUPERINTENDENTS	M	0.0	0.0	0.0	1.46	1.12	RK=75.0
	SD	0.0	0.0	0.0	1.20	1.22	
	N	0.	1.	3.	13.	17.	TI:JT
PSYCHOLOGISTS	M	0.80	2.00	1.67	1.22	1.26	RK=78.5
	SD	0.45	0.0	1.53	1.09	0.99	
	N	5.	2.	3.	9.	19.	TI:OC/JT
PRINCIPALS	M	0.0	1.00	1.00	1.27	1.20	RK=85.0
	SD	0.0	0.0	1.25	0.94	0.98	
	N	0.	3.	10.	33.	46.	TI:JT
CURRICULUM CONSULTANTS	M	0.0	0.0	0.50	0.50	0.42	RK=54.5
	SD	0.0	0.0	0.71	0.76	0.67	
	N	0.	2.	2.	8.	12.	TI:JT
SPEECH AND HEARING CLINICIANS	M	1.00	1.60	1.45	0.91	1.13	RK=71.0
	SD	0.76	1.34	0.93	0.79	0.90	
	N	8.	5.	11.	23.	47.	TI:JT
SPECIAL EDUCATION CONSULTANTS	M	1.13	0.50	2.00	0.0	1.00	RK=52.5
	SD	0.99	0.71	1.00	0.0	1.03	
	N	8.	2.	3.	3.	16.	TI:JT
DIRECTORS OF SPECIAL EDUCATION	M	0.25	1.50	1.00	1.38	1.05	RK=60.5
	SD	0.50	0.71	0.71	1.06	0.91	
	N	4.	2.	5.	8.	19.	TI:JT
SPECIAL EDUCATION TEACHERS	M	0.89	0.66	0.96	1.18	1.00	RK=67.0
	SD	0.78	0.67	0.99	1.13	0.99	
	N	61.	29.	75.	106.	271.	TI:JT
REGULAR ELEMENTARY TEACHERS	M	0.0	0.22	0.67	0.97	0.87	RK=49.5
	SD	0.0	0.44	0.64	1.07	1.00	
	N	0.	9.	24.	106.	139.	TI:JT
SUPER., PRIN. & DIRECTORS COMBINED	M	0.25	1.00	0.83	1.33	1.15	RK=80.0
	SD	0.50	0.63	1.04	1.01	1.01	
	N	4.	6.	18.	54.	82.	TI:JT
REG. & SPEC. EDUC. TCHRS. COMBINED	M	0.89	0.55	0.89	1.08	0.95	RK=61.0
	SD	0.78	0.65	0.92	1.10	0.99	
	N	61.	38.	99.	212.	410.	TI:JT
DISTRICT SUBTOTALS	M	0.88	0.73	0.96	1.09	0.99	RK=68.0
	SD	0.77	0.80	0.97	1.06	0.99	
	N	86.	55.	136.	309.	586.	TI:JT

TABLE 73

63. ASSISTING TEACHERS IN THE ADAPTATION OF AVAILABLE MATERIALS TO ACCOMPLISH AN INSTRUCTIONAL GOAL.

COMPETENCY DIMENSIONS: FUNCTION=TRAINING CONTEXT=MAT. AND MEDIA

		DISTRICT SIZE					
POSITION		INTER. DIST.	25,000+	10,000- 24,999	5,000- 9,999	ROW TOTALS	
SUPERINTENDENTS	M	0.0	0.0	0.33	0.69	0.59	RK=15.5
	SD	0.0	0.0	0.58	1.18	1.06	
	N	0.	1.	3.	13.	17.	TI:OC/JT
PSYCHOLOGISTS	M	0.20	0.0	1.33	0.78	0.63	RK=21.5
	SD	0.45	0.0	1.53	0.67	0.83	
	N	5.	2.	3.	9.	19.	TI:JT
PRINCIPALS	M	0.0	0.67	0.70	0.88	0.83	RK=32.5
	SD	0.0	1.15	0.82	0.78	0.80	
	N	0.	3.	10.	33.	46.	TI:JT
CURRICULUM CONSULTANTS	M	0.0	0.0	0.50	0.38	0.33	RK=39.0
	SD	0.0	0.0	0.71	0.52	0.49	
	N	0.	2.	2.	8.	12.	TI:JT
SPEECH AND HEARING CLINICIANS	M	1.13	1.00	1.36	0.83	1.02	RK=63.0
	SD	0.83	1.22	0.92	0.94	0.94	
	N	8.	5.	11.	23.	47.	TI:JT
SPECIAL EDUCATION CONSULTANTS	M	0.88	1.50	0.67	0.0	0.75	RK=31.5
	SD	0.35	2.12	0.58	0.0	0.77	
	N	8.	2.	3.	3.	16.	TI:JT
DIRECTORS OF SPECIAL EDUCATION	M	0.25	1.00	0.60	0.88	0.68	RK=29.5
	SD	0.50	1.41	0.55	0.99	0.82	
	N	4.	2.	5.	8.	19.	TI:OC/JT
SPECIAL EDUCATION TEACHERS	M	0.68	0.62	0.80	0.86	0.78	RK=37.5
	SD	0.72	0.62	0.94	0.90	0.85	
	N	60.	29.	74.	105.	268.	TI:JT
REGULAR ELEMENTARY TEACHERS	M	0.0	0.44	0.54	0.83	0.76	RK=37.0
	SD	0.0	0.73	0.66	1.01	0.95	
	N	0.	9.	24.	106.	139.	TI:JT
SUPER.,PRIN. & DIRECTORS COMBINED	M	0.25	0.67	0.61	0.83	0.74	RK=24.5
	SD	0.50	1.03	0.70	0.91	0.86	
	N	4.	6.	18.	54.	82.	TI:OC/JT
REG. & SPEC. EDUC. TCHRS. COMBINED	M	0.68	0.58	0.73	0.84	0.77	RK=36.0
	SD	0.72	0.64	0.88	0.96	0.88	
	N	60.	38.	98.	211.	407.	TI:JT
DISTRICT SUBTOTALS	M	0.69	0.62	0.78	0.82	0.77	RK=33.5
	SD	0.71	0.80	0.88	0.93	0.88	
	N	85.	55.	135.	308.	583.	TI:JT

TABLE 74

64. DEVELOPING A SEQUENTIAL AND COORDINATED UTILIZATION OF MATERIALS AMONG THE INSTRUCTIONAL STAFF.

COMPETENCY DIMENSIONS: FUNCTION=DEVELOPING CONTEXT=MAT. AND MEDIA

POSITION		DISTRICT SIZE: INTER. DIST.	25,000+	10,000-24,999	5,000-9,999	ROW TOTALS	
SUPERINTENDENTS	M	0.0	1.00	0.33	0.54	0.53	RK=11.0
	SD	0.0	0.0	0.58	0.66	0.62	
	N	0.	1.	3.	13.	17.	TI:OC
PSYCHOLOGISTS	M	0.40	1.00	1.67	1.00	0.95	RK=48.5
	SD	0.55	0.0	1.15	1.12	0.97	
	N	5.	2.	3.	9.	19.	TI:JT
PRINCIPALS	M	0.0	0.67	0.60	1.06	0.93	RK=48.5
	SD	0.0	1.15	0.70	1.00	0.95	
	N	0.	3.	10.	33.	46.	TI:JT
CURRICULUM CONSULTANTS	M	0.0	0.0	0.50	0.50	0.42	RK=54.5
	SD	0.0	0.0	0.71	0.53	0.51	
	N	0.	2.	2.	8.	12.	TI:OC/JT
SPEECH AND HEARING CLINICIANS	M	0.86	1.00	2.00	0.87	1.15	RK=74.0
	SD	0.69	1.00	1.18	0.87	1.03	
	N	7.	5.	11.	23.	46.	TI:JT
SPECIAL EDUCATION CONSULTANTS	M	0.75	0.0	0.33	0.33	0.50	RK=11.5
	SD	0.46	0.0	0.58	0.58	0.52	
	N	8.	2.	3.	3.	16.	TI:JT
DIRECTORS OF SPECIAL EDUCATION	M	0.75	1.50	1.20	0.63	0.89	RK=47.5
	SD	0.96	2.12	0.84	1.06	1.05	
	N	4.	2.	5.	8.	19.	TI:OC/JT
SPECIAL EDUCATION TEACHERS	M	0.60	0.55	1.01	0.92	0.84	RK=46.5
	SD	0.67	0.69	1.16	1.00	0.97	
	N	60.	29.	76.	106.	271.	TI:JT
REGULAR ELEMENTARY TEACHERS	M	0.0	0.89	0.61	0.98	0.91	RK=57.5
	SD	0.0	1.27	0.66	1.04	1.00	
	N	0.	9.	23.	105.	137.	TI:JT
SUPER.,PRIN. & DIRECTORS COMBINED	M	0.75	1.00	0.72	0.87	0.84	RK=32.0
	SD	0.96	1.26	0.75	0.95	0.92	
	N	4.	6.	18.	54.	82.	TI:OC/JT
REG. & SPEC. EDUC. TCHRS. COMBINED	M	0.60	0.63	0.92	0.95	0.86	RK=47.5
	SD	0.67	0.85	1.08	1.02	0.98	
	N	60.	38.	99.	211.	408.	TI:JT
DISTRICT SUBTOTALS	M	0.63	0.67	0.98	0.92	0.87	RK=45.0
	SD	0.65	0.88	1.08	0.98	0.96	
	N	84.	55.	136.	308.	583.	TI:JT

TABLE 75

65. ASSISTING TEACHERS IN THE DEVELOPMENT AND USE OF TEACHER-MADE INSTRUCTIONAL DEVICES AND MATERIALS.

COMPETENCY DIMENSIONS: FUNCTION=TRAINING CONTEXT=MAT. AND MEDIA

POSITION		DISTRICT SIZE: INTER. DIST.	25,000+	10,000-24,999	5,000-9,999	ROW TOTALS	
SUPERINTENDENTS	M	0.0	0.0	1.00	1.31	1.18	RK=43.0
	SD	0.0	0.0	1.00	1.03	1.01	
	N	0.	1.	3.	13.	17.	TI:OC/JT
PSYCHOLOGISTS	M	0.40	0.50	2.67	1.11	1.11	RK=64.5
	SD	0.55	0.71	0.58	0.93	1.05	
	N	5.	2.	3.	9.	19.	TI:JT
PRINCIPALS	M	0.0	0.67	0.80	1.13	1.02	RK=63.0
	SD	0.0	1.15	0.63	0.87	0.84	
	N	0.	3.	10.	32.	45.	TI:JT
CURRICULUM CONSULTANTS	M	0.0	0.0	0.50	0.38	0.33	RK=39.0
	SD	0.0	0.0	0.71	0.52	0.49	
	N	0.	2.	2.	8.	12.	TI:JT
SPEECH AND HEARING CLINICIANS	M	1.25	1.60	1.82	1.09	1.34	RK=87.5
	SD	1.04	1.52	1.54	1.00	1.20	
	N	8.	5.	11.	23.	47.	TI:JT
SPECIAL EDUCATION CONSULTANTS	M	1.25	2.00	0.67	0.0	1.00	RK=52.5
	SD	0.46	2.83	0.58	0.0	1.03	
	N	8.	2.	3.	3.	16.	TI:JT
DIRECTORS OF SPECIAL EDUCATION	M	0.50	1.00	1.00	0.75	0.79	RK=40.5
	SD	0.58	1.41	0.71	1.04	0.85	
	N	4.	2.	5.	8.	19.	TI:OC/SG
SPECIAL EDUCATION TEACHERS	M	1.00	1.24	1.07	1.17	1.11	RK=77.5
	SD	0.88	1.15	1.19	1.05	1.07	
	N	60.	29.	76.	106.	271.	TI:JT
REGULAR ELEMENTARY TEACHERS	M	0.0	0.89	0.50	1.17	1.04	RK=74.0
	SD	0.0	1.05	0.51	1.17	1.11	
	N	0.	9.	24.	106.	139.	TI:JT
SUPER.,PRIN. & DIRECTORS COMBINED	M	0.50	0.67	0.89	1.11	1.00	RK=56.5
	SD	0.58	1.03	0.68	0.93	0.88	
	N	4.	6.	18.	53.	81.	TI:JT
REG. & SPEC. EDUC. TCHRS. COMBINED	M	1.00	1.16	0.93	1.17	1.09	RK=79.0
	SD	0.88	1.13	1.09	1.11	1.08	
	N	60.	38.	100.	212.	410.	TI:JT
DISTRICT SUBTOTALS	M	0.99	1.11	1.02	1.12	1.08	RK=75.0
	SD	0.85	1.20	1.11	1.06	1.06	
	N	85.	55.	137.	308.	585.	TI:JT

TABLE 76

66. ASSISTING TEACHERS IN SELECTING INSTRUCTIONAL MEDIA DEVICES THAT BEST FIT THEIR CLASSROOM NEEDS AND CHARACTERISTICS.

COMPETENCY DIMENSIONS: FUNCTION=TRAINING CONTEXT=MAT. AND MEDIA

		DISTRICT SIZE					
POSITION		INTER. DIST.	25,000+	10,000- 24,999	5,000- 9,999	ROW TOTALS	
SUPERINTENDENTS	M	0.0	0.0	0.33	0.83	0.69	RK=26.0
	SD	0.0	0.0	0.58	0.72	0.70	
	N	0.	1.	3.	12.	16.	TI:OC/JT
PSYCHOLOGISTS	M	0.40	0.50	1.33	1.00	0.84	RK=41.0
	SD	0.55	0.71	1.15	0.71	0.76	
	N	5.	2.	3.	9.	19.	TI:OC/JT
PRINCIPALS	M	0.0	1.33	0.60	0.97	0.91	RK=46.0
	SD	0.0	0.58	0.70	0.81	0.78	
	N	0.	3.	10.	33.	46.	TI:JT
CURRICULUM CONSULTANTS	M	0.0	0.0	0.50	0.38	0.33	RK=39.0
	SD	0.0	0.0	0.71	0.52	0.49	
	N	0.	2.	2.	3.	12.	TI:OC/JT
SPEECH AND HEARING CLINICIANS	M	0.75	1.60	1.27	1.04	1.11	RK=68.5
	SD	0.71	1.34	1.19	1.11	1.09	
	N	8.	5.	11.	23.	47.	TI:JT
SPECIAL EDUCATION CONSULTANTS	M	1.25	2.00	1.00	0.0	1.06	RK=60.0
	SD	0.46	2.83	1.00	0.0	1.06	
	N	8.	2.	3.	3.	16.	TI:JT
DIRECTORS OF SPECIAL EDUCATION	M	0.25	1.00	1.00	0.38	0.58	RK=16.0
	SD	0.50	0.0	0.71	0.74	0.69	
	N	4.	2.	5.	8.	19.	TI:OC/JT
SPECIAL EDUCATION TEACHERS	M	0.82	0.97	0.74	0.96	0.87	RK=51.0
	SD	0.85	0.98	0.93	0.99	0.95	
	N	60.	29.	76.	106.	271.	TI:JT
REGULAR ELEMENTARY TEACHERS	M	0.0	0.44	0.46	0.81	0.72	RK=31.5
	SD	0.0	1.01	0.59	0.95	0.91	
	N	0.	9.	24.	105.	138.	TI:JT
SUPER., PRIN. & DIRECTORS COMBINED	M	0.25	1.00	0.67	0.85	0.79	RK=29.5
	SD	0.50	0.63	0.69	0.79	0.75	
	N	4.	6.	18.	53.	81.	TI:JT
REG. & SPEC. EDUC. TCHRS. COMBINED	M	0.82	0.84	0.67	0.89	0.82	RK=42.0
	SD	0.85	1.00	0.87	0.97	0.93	
	N	60.	38.	100.	211.	409.	TI:JT
DISTRICT SUBTOTALS	M	0.80	0.93	0.74	0.87	0.84	RK=40.5
	SD	0.80	1.07	0.89	0.94	0.92	
	N	85.	55.	137.	307.	584.	TI:JT

TABLE 77

67. AIDING TEACHERS IN UTILIZING INSTRUCTIONAL MEDIA IN THEIR CLASSROOMS.

COMPETENCY DIMENSIONS: FUNCTION=ADVISING CONTEXT=MAT. AND MEDIA

POSITION		DISTRICT SIZE: INTER. DIST.	25,000+	10,000-24,999	5,000-9,999	ROW TOTALS	
SUPERINTENDENTS	M	0.0	1.00	0.33	1.31	1.12	RK=75.0
	SD	0.0	0.0	0.58	1.32	1.22	
	N	0.	1.	3.	13.	17.	TI:OC/JT
PSYCHOLOGISTS	M	0.40	0.50	1.67	1.11	0.95	RK=48.5
	SD	0.55	0.71	1.15	0.60	0.78	
	N	5.	2.	3.	9.	19.	TI:JT
PRINCIPALS	M	0.0	1.33	0.80	1.00	0.98	RK=56.5
	SD	0.0	1.15	0.79	0.83	0.83	
	N	0.	3.	10.	33.	46.	TI:JT
CURRICULUM CONSULTANTS	M	0.0	0.0	0.50	0.38	0.33	RK=39.0
	SD	0.0	0.0	0.71	0.52	0.49	
	N	0.	2.	2.	8.	12.	TI:OC/JT
SPEECH AND HEARING CLINICIANS	M	1.25	1.00	1.73	1.13	1.28	RK=81.5
	SD	1.04	1.41	1.10	1.18	1.16	
	N	8.	5.	11.	23.	47.	TI:JT
SPECIAL EDUCATION CONSULTANTS	M	1.25	2.00	1.00	0.33	1.13	RK=72.0
	SD	0.71	2.83	1.00	0.58	1.09	
	N	8.	2.	3.	3.	16.	TI:JT
DIRECTORS OF SPECIAL EDUCATION	M	0.25	2.00	0.60	0.50	0.63	RK=23.0
	SD	0.50	1.41	0.55	0.76	0.83	
	N	4.	2.	5.	8.	19.	TI:JT
SPECIAL EDUCATION TEACHERS	M	0.93	1.31	0.96	1.26	1.11	RK=77.5
	SD	0.90	1.17	1.01	1.15	1.07	
	N	60.	29.	76.	105.	270.	TI:OC/JT
REGULAR ELEMENTARY TEACHERS	M	0.0	0.67	0.67	1.08	0.98	RK=67.5
	SD	0.0	1.00	0.96	1.12	1.10	
	N	0.	9.	24.	105.	138.	TI:JT
SUPER.,PRIN. & DIRECTORS COMBINED	M	0.25	1.50	0.67	1.00	0.93	RK=48.5
	SD	0.50	1.05	0.69	0.97	0.93	
	N	4.	6.	18.	54.	82.	TI:JT
REG. & SPEC. EDUC. TCHRS. COMBINED	M	0.93	1.16	0.89	1.17	1.06	RK=75.0
	SD	0.90	1.15	1.00	1.14	1.08	
	N	60.	38.	100.	210.	408.	TI:JT
DISTRICT SUBTOTALS	M	0.93	1.15	0.94	1.10	1.04	RK=74.0
	SD	0.88	1.19	1.00	1.09	1.05	
	N	85.	55.	137.	307.	584.	TI:JT

TABLE 78

68. IDENTIFYING THE CURRICULUM OBJECTIVES WHICH CAN BE ATTAINED THROUGH THE USE OF INSTRUCTIONAL MEDIA.

COMPETENCY DIMENSIONS: FUNCTION=EVALUATING CONTEXT=MAT. AND MEDIA

		DISTRICT SIZE					
POSITION		INTER. DIST.	25,000+	10,000-24,999	5,000-9,999	ROW TOTALS	
SUPERINTENDENTS	M	0.0	0.0	0.0	1.42	1.06	RK=63.5
	SD	0.0	0.0	0.0	1.44	1.39	
	N	0.	1.	3.	12.	16.	TI:OC
PSYCHOLOGISTS	M	0.60	0.0	0.67	1.11	0.79	RK=36.0
	SD	0.55	0.0	1.15	0.93	0.85	
	N	5.	2.	3.	9.	19.	TI:OC
PRINCIPALS	M	0.0	0.67	0.80	0.91	0.87	RK=40.0
	SD	0.0	1.15	0.92	0.84	0.86	
	N	0.	3.	10.	33.	46.	TI:OC/JT
CURRICULUM CONSULTANTS	M	0.0	0.0	1.00	0.38	0.42	RK=54.5
	SD	0.0	0.0	1.41	0.52	0.67	
	N	0.	2.	2.	8.	12.	TI:OC
SPEECH AND HEARING CLINICIANS	M	0.88	0.40	1.00	0.96	0.89	RK=44.5
	SD	0.99	0.55	0.77	0.77	0.79	
	N	8.	5.	11.	23.	47.	TI:OC
SPECIAL EDUCATION CONSULTANTS	M	1.13	0.0	1.00	0.67	0.88	RK=39.5
	SD	0.83	0.0	1.00	1.15	0.89	
	N	8.	2.	3.	3.	16.	TI:OC/JT
DIRECTORS OF SPECIAL EDUCATION	M	1.00	0.0	1.00	0.63	0.74	RK=35.5
	SD	0.82	0.0	0.0	0.92	0.73	
	N	4.	2.	5.	8.	19.	TI:OC
SPECIAL EDUCATION TEACHERS	M	1.05	1.10	1.00	1.12	1.07	RK=75.0
	SD	0.85	1.08	1.08	0.97	0.99	
	N	60.	29.	76.	106.	271.	TI:OC/JT
REGULAR ELEMENTARY TEACHERS	M	0.0	0.44	0.61	0.95	0.86	RK=46.0
	SD	0.0	1.01	0.78	0.95	0.94	
	N	0.	9.	23.	106.	138.	TI:OC/JT
SUPER.,PRIN. & DIRECTORS COMBINED	M	1.00	0.33	0.72	0.98	0.88	RK=38.0
	SD	0.82	0.82	0.75	1.03	0.95	
	N	4.	6.	18.	53.	81.	TI:OC
REG. & SPEC. EDUC. TCHRS. COMBINED	M	1.05	0.95	0.91	1.04	1.00	RK=69.5
	SD	0.85	1.09	1.03	0.96	0.98	
	N	60.	38.	99.	212.	409.	TI:OC/JT
DISTRICT SUBTOTALS	M	1.01	0.73	0.89	1.00	0.95	RK=61.5
	SD	0.84	1.01	0.97	0.95	0.95	
	N	85.	55.	136.	308.	584.	TI:OC

TABLE 79

69. ASSISTING TEACHERS WITH THE INTEGRATION OF NEWER TECHNOLOGIES (E.G., EDUCATIONAL TELEVISION) INTO THE INSTRUCTIONAL PROGRAM.

COMPETENCY DIMENSIONS: FUNCTION=TRAINING CONTEXT=MAT. AND MEDIA

		DISTRICT SIZE					
POSITION		INTER. DIST.	25,000+	10,000-24,999	5,000-9,999	ROW TOTALS	
SUPERINTENDENTS	M	0.0	1.00	0.0	1.00	0.82	RK=40.5
	SD	0.0	0.0	0.0	1.08	1.01	
	N	0.	1.	3.	13.	17.	TI:OC
PSYCHOLOGISTS	M	0.40	1.00	0.67	0.89	0.74	RK=30.5
	SD	0.55	0.0	0.58	0.60	0.56	
	N	5.	2.	3.	9.	19.	TI:OC/JT
PRINCIPALS	M	0.0	1.33	1.20	1.12	1.15	RK=40.0
	SD	0.0	0.58	1.03	0.86	0.87	
	N	0.	3.	10.	33.	46.	TI:OC/JT
CURRICULUM CONSULTANTS	M	0.0	0.0	0.50	0.38	0.33	RK=39.0
	SD	0.0	0.0	0.71	0.52	0.49	
	N	0.	2.	2.	8.	12.	TI:OC/JT
SPEECH AND HEARING CLINICIANS	M	0.75	0.80	1.00	0.83	0.85	RK=42.5
	SD	1.04	1.10	0.77	0.83	0.86	
	N	8.	5.	11.	23.	47.	TI:OC/JT
SPECIAL EDUCATION CONSULTANTS	M	0.88	1.50	0.0	0.33	0.69	RK=26.5
	SD	0.64	0.71	0.0	0.58	0.70	
	N	8.	2.	3.	3.	16.	TI:JT
DIRECTORS OF SPECIAL EDUCATION	M	1.25	1.50	0.80	0.63	0.89	RK=47.5
	SD	0.96	0.71	0.45	1.06	0.88	
	N	4.	2.	5.	8.	19.	TI:OC
SPECIAL EDUCATION TEACHERS	M	0.66	0.75	0.76	1.02	0.84	RK=46.5
	SD	0.70	0.89	0.85	1.01	0.90	
	N	61.	28.	76.	106.	271.	TI:OC/JT
REGULAR ELEMENTARY TEACHERS	M	0.0	0.78	0.54	0.80	0.75	RK=36.0
	SD	0.0	0.67	0.78	1.00	0.95	
	N	0.	9.	24.	105.	138.	TI:JT
SUPER.,PRIN. & DIRECTORS COMBINED	M	1.25	1.33	0.89	1.02	1.02	RK=62.0
	SD	0.96	0.52	0.90	0.94	0.90	
	N	4.	6.	18.	54.	82.	TI:OC
REG., & SPEC. EDUC. TCHRS. COMBINED	M	0.66	0.76	0.71	0.91	0.81	RK=49.5
	SD	0.70	0.83	0.83	1.01	0.92	
	N	61.	37.	100.	211.	409.	TI:JT
DISTRICT SUBTOTALS	M	0.70	0.83	0.74	0.90	0.83	RK=39.0
	SD	0.74	0.82	0.82	0.97	0.89	
	N	86.	54.	137.	308.	585.	TI:JT

TABLE 8C

70. PROVIDING ADMINISTRATORS WITH A RATIONALE FOR THE IMPLEMENTATION OF A PARTICULAR TYPE OF MEDIA OR TECHNOLOGY.

COMPETENCY DIMENSIONS: FUNCTION=ADVISING CONTEXT=MAT. AND MEDIA

		DISTRICT SIZE					
POSITION		INTER. DIST.	25,000+	10,000-24,999	5,000-9,999	ROW TOTALS	
SUPERINTENDENTS	M	0.0	1.00	0.33	1.23	1.06	RK=63.5
	SD	0.0	0.0	0.58	1.17	1.09	
	N	0.	1.	3.	13.	17.	TI:OC/JT
PSYCHOLOGISTS	M	0.20	1.00	1.00	1.00	0.79	RK=36.0
	SD	0.45	0.0	0.0	1.00	0.79	
	N	5.	2.	3.	9.	19.	TI:OC/JT
PRINCIPALS	M	0.0	1.00	1.30	1.00	1.07	RK=67.0
	SD	0.0	1.00	1.06	0.79	0.85	
	N	0.	3.	10.	33.	46.	TI:JT
CURRICULUM CONSULTANTS	M	0.0	0.0	0.0	0.38	0.25	RK=25.5
	SD	0.0	0.0	0.0	0.52	0.45	
	N	0.	2.	2.	8.	12.	TI:OC
SPEECH AND HEARING CLINICIANS	M	0.88	1.20	0.73	0.78	0.83	RK=38.5
	SD	0.99	1.30	0.79	0.85	0.89	
	N	8.	5.	11.	23.	47.	TI:JT
SPECIAL EDUCATION CONSULTANTS	M	1.75	0.50	0.67	0.0	1.06	RK=60.0
	SD	1.04	0.71	1.15	0.0	1.12	
	N	8.	2.	3.	3.	16.	TI:JT
DIRECTORS OF SPECIAL EDUCATION	M	1.00	1.00	1.40	1.00	1.11	RK=67.5
	SD	0.82	0.0	0.55	1.20	0.88	
	N	4.	2.	5.	8.	19.	TI:OC/JT/SG
SPECIAL EDUCATION TEACHERS	M	1.08	0.76	1.00	1.09	1.03	RK=71.5
	SD	0.97	0.74	0.98	1.02	0.97	
	N	61.	29.	76.	106.	272.	TI:JT
REGULAR ELEMENTARY TEACHERS	M	0.0	0.78	0.91	1.25	1.17	RK=85.5
	SD	0.0	0.83	0.90	1.23	1.16	
	N	0.	9.	23.	106.	138.	TI:OC
SUPER.,PRIN. & DIRECTORS COMBINED	M	1.00	1.00	1.17	1.06	1.07	RK=70.0
	SD	0.82	0.63	0.92	0.94	0.90	
	N	4.	6.	18.	54.	82.	TI:JT
REG. & SPEC. EDUC. TCHRS. COMBINED	M	1.08	0.76	0.98	1.17	1.08	RK=77.5
	SD	0.97	0.75	0.96	1.13	1.04	
	N	61.	38.	99.	212.	410.	TI:OC/JT
DISTRICT SUBTOTALS	M	1.07	0.80	0.96	1.09	1.03	RK=73.0
	SD	0.98	0.78	0.93	1.07	1.00	
	N	86.	55.	136.	309.	586.	TI:JT

TABLE 81

71. COMMUNICATING THE RATIONALE AND STRUCTURE OF AN IN-SERVICE PROGRAM TO EDUCATIONAL PERSONNEL.

COMPETENCY DIMENSIONS: FUNCTION=SERV. AS LIAIS.CONTEXT=COMM. PROCESSES

		DISTRICT SIZE					
POSITION		INTER. DIST.	25,000+	10,000-24,999	5,000-9,999	ROW TOTALS	
SUPERINTENDENTS	M	0.0	0.0	0.0	1.38	1.06	RK=63.5
	SD	0.0	0.0	0.0	0.96	1.03	
	N	0.	1.	3.	13.	17.	TI:OC
PSYCHOLOGISTS	M	0.60	1.50	0.67	0.67	0.74	RK=30.5
	SD	0.55	0.71	0.58	0.71	0.65	
	N	5.	2.	3.	9.	19.	TI:OC/JT/SG
PRINCIPALS	M	0.0	1.33	1.00	0.82	0.89	RK=43.5
	SD	0.0	1.15	0.82	0.73	0.77	
	N	0.	3.	10.	33.	46.	TI:JT/SG
CURRICULUM CONSULTANTS	M	0.0	0.0	0.50	0.25	0.25	RK=25.5
	SD	0.0	0.0	0.71	0.46	0.45	
	N	0.	2.	2.	8.	12.	TI:OC/JT
SPEECH AND HEARING CLINICIANS	M	1.29	0.60	1.18	0.57	0.83	RK=38.5
	SD	0.95	0.89	0.98	0.66	0.85	
	N	7.	5.	11.	23.	46.	TI:JT
SPECIAL EDUCATION CONSULTANTS	M	0.63	2.00	0.67	0.67	0.81	RK=35.0
	SD	0.74	2.83	1.15	0.58	1.11	
	N	8.	2.	3.	3.	16.	TI:JT
DIRECTORS OF SPECIAL EDUCATION	M	0.50	1.50	2.00	1.00	1.21	RK=77.0
	SD	1.00	2.12	0.71	1.41	1.27	
	N	4.	2.	5.	8.	19.	TI:OC/JT/SG
SPECIAL EDUCATION TEACHERS	M	1.17	0.83	0.95	1.04	1.02	RK=69.5
	SD	0.99	0.76	0.98	1.02	0.98	
	N	60.	29.	76.	105.	270.	TI:JT
REGULAR ELEMENTARY TEACHERS	M	0.0	0.67	0.71	0.98	0.91	RK=57.5
	SD	0.0	1.12	0.69	1.04	1.00	
	N	0.	9.	24.	104.	137.	TI:JT
SUPER.,PRIN. & DIRECTORS COMBINED	M	0.50	1.17	1.11	0.98	1.00	RK=56.5
	SD	1.00	1.33	0.96	0.92	0.96	
	N	4.	6.	18.	54.	82.	TI:JT
REG. & SPEC. EDUC. TCHRS. COMBINED	M	1.17	0.79	0.89	1.01	0.98	RK=67.5
	SD	0.99	0.84	0.92	1.03	0.98	
	N	60.	38.	100.	209.	407.	TI:JT
DISTRICT SUBTOTALS	M	1.06	0.85	0.93	0.94	0.95	RK=61.5
	SD	0.96	0.99	0.92	0.97	0.96	
	N	84.	55.	137.	306.	582.	TI:JT

TABLE 82

72. EVALUATING IN-SERVICE TRAINING PROGRAMS.

COMPETENCY DIMENSIONS: FUNCTION=EVALUATING CONTEXT=SUPP. SYSTEMS

POSITION		DISTRICT SIZE: INTER. DIST.	25,000+	10,000-24,999	5,000-9,999	ROW TOTALS	
SUPERINTENDENTS	M	0.0	0.0	0.0	1.31	1.00	RK=55.5
	SD	0.0	0.0	0.0	1.18	1.17	
	N	0.	1.	3.	13.	17.	TI:OC/JT/SG
PSYCHOLOGISTS	M	1.40	1.50	0.33	0.56	0.84	RK=41.0
	SD	0.89	0.71	0.58	0.73	0.83	
	N	5.	2.	3.	9.	19.	TI:OC/JT
PRINCIPALS	M	0.0	1.67	1.20	0.97	1.07	RK=67.0
	SD	0.0	0.58	1.14	1.05	1.04	
	N	0.	3.	10.	33.	46.	TI:JT
CURRICULUM CONSULTANTS	M	0.0	0.0	0.0	0.0	0.0	RK= 3.0
	SD	0.0	0.0	0.0	0.0	0.0	
	N	0.	2.	2.	8.	12.	TI:OC/SG
SPEECH AND HEARING CLINICIANS	M	1.25	0.80	0.82	0.65	0.81	RK=34.5
	SD	1.39	0.84	0.98	0.83	0.97	
	N	8.	5.	11.	23.	47.	TI:JT
SPECIAL EDUCATION CONSULTANTS	M	0.75	1.00	0.67	0.33	0.69	RK=26.5
	SD	0.46	1.41	1.15	0.58	0.70	
	N	8.	2.	3.	3.	16.	TI:JT
DIRECTORS OF SPECIAL EDUCATION	M	0.50	2.00	2.20	0.50	1.11	RK=67.5
	SD	0.58	0.0	1.10	0.76	1.10	
	N	4.	2.	5.	8.	19.	TI:JT
SPECIAL EDUCATION TEACHERS	M	1.10	0.86	1.01	0.87	0.96	RK=61.5
	SD	0.92	0.79	1.13	0.95	0.98	
	N	60.	29.	76.	106.	271.	TI:JT
REGULAR ELEMENTARY TEACHERS	M	0.0	0.78	0.50	1.08	0.96	RK=65.0
	SD	0.0	1.09	0.83	1.08	1.06	
	N	0.	9.	24.	106.	139.	TI:JT
SUPER.,PRIN. & DIRECTORS COMBINED	M	0.50	1.50	1.28	0.98	1.06	RK=67.0
	SD	0.58	0.84	1.23	1.05	1.07	
	N	4.	6.	18.	54.	82.	TI:JT
REG. & SPEC. EDUC. TCHRS. COMBINED	M	1.10	0.84	0.89	0.98	0.96	RK=62.0
	SD	0.92	0.86	1.08	1.02	1.01	
	N	60.	38.	100.	212.	410.	TI:JT
DISTRICT SUBTOTALS	M	1.07	0.91	0.91	0.91	0.93	RK=57.5
	SD	0.92	0.87	1.08	1.00	1.00	
	N	85.	55.	137.	309.	586.	TI:JT

TABLE 83

73. DEVELOPING A SYSTEM FOR IN-SERVICE TRAINING THAT WILL INSURE COMMUNICATION, COOPERATION, EVALUATION, AND USE OF FEEDBACK TO MODIFY GOALS.

COMPETENCY DIMENSIONS: FUNCTION=DEVELOPING CONTEXT=SUPP. SYSTEMS

POSITION		DISTRICT SIZE: INTER. DIST.	25,000+	10,000-24,999	5,000-9,999	ROW TOTALS	
SUPERINTENDENTS	M	0.0	1.00	0.0	1.15	0.94	RK=50.5
	SD	0.0	0.0	0.0	1.41	1.30	
	N	0.	1.	3.	13.	17.	TI:OC
PSYCHOLOGISTS	M	1.00	1.00	0.0	0.33	0.53	RK=14.0
	SD	1.00	1.41	0.0	0.50	0.77	
	N	5.	2.	3.	9.	19.	TI:OC/JT
PRINCIPALS	M	0.0	0.67	0.70	0.64	0.65	RK=14.0
	SD	0.0	0.58	0.67	0.74	0.71	
	N	0.	3.	10.	33.	46.	TI:JT
CURRICULUM CONSULTANTS	M	0.0	0.0	0.0	0.13	0.08	RK= 9.0
	SD	0.0	0.0	0.0	0.35	0.29	
	N	0.	2.	2.	8.	12.	TI:OC/JT
SPEECH AND HEARING CLINICIANS	M	0.88	0.0	0.36	0.30	0.38	RK=10.5
	SD	1.36	0.0	0.67	0.47	0.74	
	N	8.	5.	11.	23.	47.	TI:JT
SPECIAL EDUCATION CONSULTANTS	M	0.63	0.50	0.33	0.33	0.50	RK=11.5
	SD	0.74	0.71	0.58	0.58	0.63	
	N	8.	2.	3.	3.	16.	TI:JT
DIRECTORS OF SPECIAL EDUCATION	M	0.25	1.00	1.00	0.13	0.47	RK=11.0
	SD	0.50	1.41	0.71	0.35	0.70	
	N	4.	2.	5.	8.	19.	TI:OC/JT
SPECIAL EDUCATION TEACHERS	M	0.69	0.48	0.79	0.70	0.70	RK=24.5
	SD	0.87	0.69	1.09	0.90	0.93	
	N	61.	29.	76.	104.	270.	TI:JT
REGULAR ELEMENTARY TEACHERS	M	0.0	0.56	0.42	0.59	0.56	RK=11.0
	SD	0.0	1.01	0.65	0.83	0.81	
	N	0.	9.	24.	106.	139.	TI:JT
SUPER.,PRIN. & DIRECTORS COMBINED	M	0.25	0.83	0.67	0.69	0.67	RK=14.0
	SD	0.50	0.75	0.69	0.95	0.86	
	N	4.	6.	18.	54.	82.	TI:OC/JT
REG. & SPEC. EDUC. TCHRS. COMBINED	M	0.69	0.50	0.70	0.65	0.65	RK=19.0
	SD	0.87	0.76	1.01	0.86	0.89	
	N	61.	38.	100.	210.	409.	TI:JT
DISTRICT SUBTOTALS	M	0.70	0.49	0.64	0.60	0.61	RK=14.0
	SD	0.90	0.74	0.93	0.84	0.86	
	N	86.	55.	137.	307.	585.	TI:JT

TABLE 84

74. IDENTIFYING THE PROBLEMS COMMON TO TEACHERS OF THE DISTRICT THAT CAN BE APPROACHED THROUGH IN-SERVICE PROGRAMS.

COMPETENCY DIMENSIONS: FUNCTION=EVALUATING CONTEXT=SUPP. SYSTEMS

		DISTRICT SIZE					
POSITION		INTER. DIST.	25,000+	10,000- 24,999	5,000- 9,999	ROW TOTALS	
SUPERINTENDENTS	M	0.0	1.00	0.33	1.00	0.88	RK=45.5
	SD	0.0	0.0	0.58	1.22	1.11	
	N	0.	1.	3.	13.	17.	TI:JT
PSYCHOLOGISTS	M	1.00	1.50	0.0	0.56	0.68	RK=26.0
	SD	0.71	0.71	0.0	0.53	0.67	
	N	5.	2.	3.	9.	19.	TI:JT
PRINCIPALS	M	0.0	0.67	0.70	0.73	0.72	RK=20.0
	SD	0.0	0.58	0.67	0.91	0.83	
	N	0.	3.	10.	33.	46.	TI:JT
CURRICULUM CONSULTANTS	M	0.0	0.0	0.50	0.25	0.25	RK=25.5
	SD	0.0	0.0	0.71	0.46	0.45	
	N	0.	2.	2.	8.	12.	TI:JT
SPEECH AND HEARING CLINICIANS	M	0.75	0.20	0.64	0.65	0.62	RK=18.0
	SD	0.89	0.45	0.92	0.71	0.77	
	N	8.	5.	11.	23.	47.	TI:JT
SPECIAL EDUCATION CONSULTANTS	M	0.63	0.0	0.67	0.33	0.50	RK=11.5
	SD	0.52	0.0	0.58	0.58	0.52	
	N	8.	2.	3.	3.	16.	TI:JT
DIRECTORS OF SPECIAL EDUCATION	M	0.25	1.50	1.00	0.25	0.58	RK=16.0
	SD	0.50	0.71	0.0	0.46	0.61	
	N	4.	2.	5.	8.	19.	TI:JT
SPECIAL EDUCATION TEACHERS	M	0.60	0.48	[illegible]4	0.72	0.67	RK=20.0
	SD	0.85	0.63	1.01	0.90	0.90	
	N	60.	29.	76.	105.	270.	TI:JT
REGULAR ELEMENTARY TEACHERS	M	0.0	0.78	0.29	0.50	0.48	RK= 7.0
	SD	0.0	1.09	0.46	0.81	0.78	
	N	0.	9.	24.	106.	139.	TI:JT
SUPER.,PRIN. & DIRECTORS COMBINED	M	0.25	1.00	0.72	0.72	0.72	RK=22.0
	SD	0.50	0.63	0.57	0.96	0.85	
	N	4.	6.	18.	54.	82.	TI:JT
REG. & SPEC. EDUC. TCHRS. COMBINED	M	0.60	0.55	0.63	0.61	0.61	RK=14.5
	SD	0.85	0.76	0.93	0.86	0.87	
	N	60.	38.	100.	211.	409.	TI:JT
DISTRICT SUBTOTALS	M	0.62	0.56	0.63	0.62	0.62	RK=15.5
	SD	0.80	0.74	0.87	0.85	0.84	
	N	95.	55.	137.	308.	585.	TI:JT

TABLE 85

75. DEVELOPING IDENTIFIED PROBLEM AREAS INTO A LOGICAL SEQUENCE OF TOPICS AND CONTENT FOR IN-SERVICE PROGRAMS.

COMPETENCY DIMENSIONS: FUNCTION=DEVELOPING CONTEXT=SUPP. SYSTEMS

		DISTRICT SIZE					
POSITION		INTER. DIST.	25,000+	10,000- 24,999	5,000- 9,999	ROW TOTALS	
SUPERINTEN-	M	C.C	0.0	0.33	0.92	0.76	RK=35.5
DENTS	SD	0.0	0.0	0.58	1.19	1.09	
	N	0.	1.	3.	13.	17.	TI:OC
	M	C.80	1.50	0.33	0.56	0.68	RK=26.0
PSYCHOLOGISTS	SD	0.84	0.71	0.58	0.73	0.75	
	N	5.	2.	3.	9.	19.	TI:JT
	M	0.0	1.00	0.90	0.91	0.91	RK=46.0
PRINCIPALS	SD	0.0	1.00	0.74	0.78	0.76	
	N	0.	3.	10.	32.	45.	TI:JT
CURRICULUM	M	0.0	0.0	C.50	0.0	0.08	RK= 9.0
CONSULTANTS	SD	0.0	0.0	0.71	0.0	0.29	
	N	0.	2.	2.	8.	12.	TI:OC/JT
SPEECH AND	M	0.88	0.20	0.91	0.74	0.74	RK=26.5
HEARING	SD	0.83	0.45	0.94	0.96	0.90	
CLINICIANS	N	8.	5.	11.	23.	47.	TI:JT
SPECIAL	M	1.00	0.0	0.67	0.33	0.69	RK=26.5
EDUCATION	SD	0.76	0.0	0.58	0.58	0.70	
CONSULTANTS	N	8.	2.	3.	3.	16.	TI:JT
DIRECTORS	M	0.75	1.00	1.20	0.50	0.78	RK=39.0
OF SPECIAL	SD	C.96	0.0	0.45	0.76	0.73	
EDUCATION	N	4.	1.	5.	8.	18.	TI:JT
SPECIAL	M	0.79	0.55	C.99	0.96	0.89	RK=52.0
EDUCATION	SD	0.90	0.69	1.10	1.05	1.00	
TEACHERS	N	61.	29.	76.	105.	271.	TI:JT
REGULAR	M	0.C	0.44	0.54	0.86	0.78	RK=38.5
ELEMENTARY	SD	0.C	0.73	0.78	1.06	1.00	
TEACHERS	N	C.	9.	24.	106.	139.	TI:JT
SUPER.,PRIN.	M	C.75	0.80	0.89	0.85	0.85	RK=34.0
& DIRECTORS	SD	0.96	0.84	0.68	0.89	0.83	
COMBINED	N	4.	5.	18.	53.	80.	TI:JT
REG. & SPEC.	M	0.79	0.53	0.88	0.91	0.85	RK=44.5
EDUC. TCHRS.	SD	0.90	0.69	1.05	1.05	1.00	
COMBINED	N	61.	38.	100.	211.	410.	TI:JT
	M	0.81	0.52	0.86	0.85	0.82	RK=38.0
DISTRICT	SD	0.86	0.69	0.97	1.00	0.95	
SUBTOTALS	N	86.	54.	137.	307.	584.	TI:JT

TABLE 86

76. ORGANIZING AND CONDUCTING MEETINGS FOR EXPRESS PURPOSES (E.G., MAKING DECISIONS, RELAYING INFORMATION, OBTAINING OPINIONS).

COMPETENCY DIMENSIONS: FUNCTION= CONTEXT=COMM. PROCESSES

		DISTRICT SIZE					
POSITION		INTER. DIST.	25,000+	10,000- 24,999	5,000- 9,999	ROW TOTALS	
SUPERINTENDENTS	M	0.0	1.00	0.0	1.15	0.94	RK=50.5
	SD	0.0	0.0	0.0	1.28	1.20	
	N	0.	1.	3.	13.	17.	TI:JT
PSYCHOLOGISTS	M	0.60	1.50	0.67	0.78	0.79	RK=36.0
	SD	0.89	0.71	1.15	0.83	0.85	
	N	5.	2.	3.	9.	19.	TI:SG
PRINCIPALS	M	0.0	1.00	0.90	1.00	0.98	RK=56.5
	SD	0.0	0.0	0.99	1.06	1.00	
	N	0.	3.	10.	33.	46.	TI:JT/SG
CURRICULUM CONSULTANTS	M	0.0	0.0	0.50	0.25	0.25	RK=25.5
	SD	0.0	0.0	0.71	0.71	0.62	
	N	0.	2.	2.	8.	12.	TI:OC/JT
SPEECH AND HEARING CLINICIANS	M	1.25	1.20	1.18	0.74	0.98	RK=53.5
	SD	1.39	1.64	1.08	0.81	1.07	
	N	8.	5.	11.	23.	47.	TI:JT/SG
SPECIAL EDUCATION CONSULTANTS	M	1.38	0.50	1.00	0.67	1.06	RK=60.0
	SD	0.74	0.71	1.00	1.15	0.85	
	N	8.	2.	3.	3.	16.	TI:JT
DIRECTORS OF SPECIAL EDUCATION	M	1.25	2.50	1.60	0.75	1.26	RK=82.5
	SD	0.96	0.71	0.89	1.16	1.10	
	N	4.	2.	5.	8.	19.	TI:JT
SPECIAL EDUCATION TEACHERS	M	1.03	0.79	1.01	0.92	0.96	RK=61.5
	SD	1.02	0.77	1.03	1.11	1.03	
	N	61.	29.	76.	106.	272.	TI:JT
REGULAR ELEMENTARY TEACHERS	M	0.0	0.78	0.71	1.08	0.99	RK=69.0
	SD	0.0	0.83	0.86	1.10	1.05	
	N	0.	9.	24.	106.	139.	TI:JT
SUPER.,PRIN. & DIRECTORS COMBINED	M	1.25	1.50	0.94	1.00	1.04	RK=64.5
	SD	0.96	0.84	1.00	1.12	1.06	
	N	4.	6.	18.	54.	82.	TI:JT
REG. & SPEC. EDUC. TCHRS. COMBINED	M	1.03	0.79	0.94	1.00	0.97	RK=64.5
	SD	1.02	0.78	0.99	1.11	1.04	
	N	61.	38.	100.	212.	411.	TI:JT
DISTRICT SUBTOTALS	M	1.07	0.89	0.95	0.95	0.96	RK=64.5
	SD	1.02	0.90	0.99	1.08	1.03	
	N	86.	55.	137.	309.	587.	TI:JT

TABLE 87

77. ENLISTING SERVICES OF DISTRICT PERSONNEL OR OUTSIDE CONSULTANTS FOR IN-SERVICE SESSIONS.

COMPETENCY DIMENSIONS: FUNCTION=SERV. AS LIAIS.CONTEXT=SUPP. SYSTEMS

POSITION		DISTRICT SIZE: INTER. DIST.	25,000+	10,000-24,999	5,000-9,999	ROW TOTALS	
SUPERINTENDENTS	M	0.0	1.00	0.0	1.62	1.29	RK=88.5
	SD	0.0	0.0	0.0	1.12	1.16	
	N	0.	1.	3.	13.	17.	TI:SG
PSYCHOLOGISTS	M	1.20	2.00	0.33	1.00	1.05	RK=58.5
	SD	0.84	0.0	0.58	0.71	0.78	
	N	5.	2.	3.	9.	19.	TI:JT
PRINCIPALS	M	0.0	1.00	0.80	0.79	0.80	RK=30.5
	SD	0.0	0.0	0.79	0.82	0.78	
	N	0.	3.	10.	33.	46.	TI:JT
CURRICULUM CONSULTANTS	M	0.0	0.50	0.0	0.25	0.25	RK=25.5
	SD	0.0	0.71	0.0	0.46	0.45	
	N	0.	2.	2.	8.	12.	TI:OC/JT/SG
SPEECH AND HEARING CLINICIANS	M	1.13	0.60	1.27	0.57	0.83	RK=38.5
	SD	1.25	0.55	1.01	0.66	0.89	
	N	8.	5.	11.	23.	47.	TI:JT
SPECIAL EDUCATION CONSULTANTS	M	1.25	0.50	1.00	0.0	0.88	RK=39.5
	SD	0.46	0.71	1.00	0.0	0.72	
	N	8.	2.	3.	3.	16.	TI:JT
DIRECTORS OF SPECIAL EDUCATION	M	1.50	1.50	1.20	0.75	1.11	RK=67.5
	SD	0.58	0.71	0.45	1.16	0.88	
	N	4.	2.	5.	8.	19.	TI:JT
SPECIAL EDUCATION TEACHERS	M	0.89	0.90	1.09	0.89	0.94	RK=59.0
	SD	0.80	0.77	0.98	0.91	0.89	
	N	61.	29.	76.	105.	271.	TI:JT
REGULAR ELEMENTARY TEACHERS	M	0.0	0.67	0.75	0.95	0.90	RK=55.0
	SD	0.0	0.50	0.74	1.02	0.95	
	N	0.	9.	24.	105.	138.	TI:JT
SUPER.,PRIN. & DIRECTORS COMBINED	M	1.50	1.17	0.78	0.98	0.98	RK=54.0
	SD	0.58	0.41	0.73	1.00	0.90	
	N	4.	6.	18.	54.	82.	TI:JT
REG. & SPEC. EDUC. TCHRS. COMBINED	M	0.89	0.84	1.01	0.92	0.93	RK=58.0
	SD	0.80	0.72	0.94	0.97	0.91	
	N	61.	38.	100.	210.	409.	TI:JT
DISTRICT SUBTOTALS	M	0.99	0.87	0.97	0.88	0.92	RK=54.5
	SD	0.82	0.70	0.92	0.94	0.90	
	N	86.	55.	137.	307.	585.	TI:JT

TABLE 88

78. TRANSMITTING INFORMATION REGARDING THE CURRICULUM PRIORITIES AND INNOVATIVE PRACTICES OF THE SCHOOL TO PROFESSIONAL AND LAY GROUPS.

COMPETENCY DIMENSIONS: FUNCTION=SERV. AS LIAIS.CONTEXT=COMM. PROCESSES

		DISTRICT SIZE					
POSITION		INTER. DIST.	25,000+	10,000- 24,999	5,000- 9,999	ROW TOTALS	
SUPERINTENDENTS	M	0.0	1.00	0.0	1.85	1.47	RK=94.0
	SD	0.0	0.0	0.0	0.99	1.12	
	N	0.	1.	3.	13.	17.	TI:SG
PSYCHOLOGISTS	M	1.40	1.50	0.67	0.89	1.05	RK=58.5
	SD	0.89	0.71	0.58	0.93	0.85	
	N	5.	2.	3.	9.	19.	TI:JT/SG
PRINCIPALS	M	0.0	1.00	0.60	0.94	0.87	RK=40.0
	SD	0.0	0.0	0.52	0.79	0.72	
	N	0.	3.	10.	33.	46.	TI:JT/SG
CURRICULUM CONSULTANTS	M	0.0	0.50	1.00	0.25	0.42	RK=54.5
	SD	0.0	0.71	1.41	0.46	0.67	
	N	0.	2.	2.	8.	12.	TI:OC/JT/SG
SPEECH AND HEARING CLINICIANS	M	1.63	0.20	1.36	0.76	1.00	RK=57.5
	SD	1.19	0.45	1.29	0.89	1.09	
	N	8.	5.	11.	21.	45.	TI:JT
SPECIAL EDUCATION CONSULTANTS	M	1.75	0.0	0.33	0.67	1.06	RK=60.0
	SD	0.71	0.0	0.58	1.15	1.00	
	N	8.	2.	3.	3.	16.	TI:JT
DIRECTORS OF SPECIAL EDUCATION	M	1.25	0.50	1.40	0.63	0.95	RK=53.5
	SD	0.96	0.71	1.14	1.19	1.09	
	N	4.	2.	5.	8.	19.	TI:JT/SG
SPECIAL EDUCATION TEACHERS	M	0.90	1.07	0.99	1.03	0.99	RK=66.0
	SD	0.96	0.88	1.10	0.99	1.00	
	N	61.	29.	76.	105.	271.	TI:JT
REGULAR ELEMENTARY TEACHERS	M	0.0	0.67	0.88	0.96	0.93	RK=59.5
	SD	0.0	0.50	0.80	1.13	1.05	
	N	0.	9.	24.	106.	139.	TI:JT
SUPER.,PRIN. & DIRECTORS COMBINED	M	1.25	0.83	0.72	1.11	1.01	RK=59.0
	SD	0.96	0.41	0.83	0.98	0.92	
	N	4.	6.	18.	54.	82.	TI:JT/SG
REG. & SPEC. EDUC. TCHRS. COMBINED	M	0.90	0.97	0.96	1.00	0.97	RK=54.5
	SD	0.96	0.82	1.03	1.06	1.02	
	N	61.	38.	100.	211.	410.	TI:JT
DISTRICT SUBTOTALS	M	1.09	0.85	0.94	0.97	0.97	RK=66.0
	SD	0.99	0.78	1.02	1.02	1.00	
	N	86.	55.	137.	306.	584.	TI:JT

TABLE 89

79. COMMUNICATING WITH STATE DEPARTMENT PERSONNEL (DIRECTORS AND CONSULTANTS) REGARDING THE LOCAL PROGRAM.

COMPETENCY DIMENSIONS: FUNCTION=SERV. AS LIAIS.CONTEXT=COMM. PROCESSES

POSITION		DISTRICT SIZE: INTER. DIST.	25,000+	10,000-24,999	5,000-9,999	ROW TOTALS	
SUPERINTENDENTS	M	0.0	0.0	0.33	1.85	1.47	RK=94.0
	SD	0.0	0.0	0.58	1.28	1.33	
	N	0.	1.	3.	13.	17.	TI:OC/JT/SG
PSYCHOLOGISTS	M	1.60	1.50	0.33	0.67	0.95	RK=48.5
	SD	0.89	0.71	0.58	0.71	0.85	
	N	5.	2.	3.	9.	19.	TI:JT
PRINCIPALS	M	0.0	1.33	0.70	0.85	0.85	RK=36.0
	SD	0.0	0.58	1.06	0.91	0.92	
	N	0.	3.	10.	33.	46.	TI:JT
CURRICULUM CONSULTANTS	M	0.0	0.50	0.0	0.50	0.42	RK=54.5
	SD	0.0	0.71	0.0	0.53	0.51	
	N	0.	2.	2.	8.	12.	TI:OC/JT/SG
SPEECH AND HEARING CLINICIANS	M	1.13	0.40	1.27	0.57	0.81	RK=34.5
	SD	0.99	0.55	1.27	0.84	0.99	
	N	8.	5.	11.	23.	47.	TI:JT
SPECIAL EDUCATION CONSULTANTS	M	1.38	0.50	0.67	0.0	0.88	RK=39.5
	SD	0.74	0.71	1.15	0.0	0.89	
	N	8.	2.	3.	3.	16.	TI:JT
DIRECTORS OF SPECIAL EDUCATION	M	0.50	1.50	2.20	0.50	1.05	RK=60.5
	SD	0.58	0.71	1.30	1.07	1.22	
	N	4.	2.	5.	8.	19.	TI:JT
SPECIAL EDUCATION TEACHERS	M	0.62	0.86	0.88	0.80	0.79	RK=39.5
	SD	0.67	0.88	0.98	0.94	0.89	
	N	60.	29.	76.	106.	271.	TI:JT
REGULAR ELEMENTARY TEACHERS	M	0.0	1.44	0.92	1.10	1.09	RK=77.5
	SD	0.0	1.13	0.65	1.10	1.04	
	N	0.	9.	24.	104.	137.	TI:JT
SUPER.,PRIN. & DIRECTORS COMBINED	M	0.50	1.17	1.06	1.04	1.02	RK=62.0
	SD	0.58	0.75	1.26	1.12	1.10	
	N	4.	6.	18.	54.	82.	TI:JT
REG. & SPEC. EDUC. TCHRS. COMBINED	M	0.62	1.00	0.89	0.95	0.89	RK=52.0
	SD	0.67	0.96	0.91	1.03	0.95	
	N	60.	38.	100.	210.	408.	TI:JT
DISTRICT SUBTOTALS	M	0.79	0.95	0.91	0.91	0.89	RK=47.5
	SD	0.77	0.89	0.99	1.02	0.97	
	N	85.	55.	137.	307.	584.	TI:JT

TABLE 90

80. UTILIZING PUBLIC RELATIONS APPROACHES TO FACILITATE SCHOOL-COMMUNITY INTERACTION.

COMPETENCY DIMENSIONS: FUNCTION=SERV. AS LIAIS.CONTEXT=COMM. PROCESSES

POSITION		DISTRICT SIZE: INTER. DIST.	25,000+	10,000-24,999	5,000-9,999	ROW TOTALS	
SUPERINTENDENTS	M	0.0	1.00	0.33	1.38	1.18	RK=83.0
	SD	0.0	0.0	0.58	1.12	1.07	
	N	0.	1.	3.	13.	17.	TI:OC/SG
PSYCHOLOGISTS	M	2.00	1.50	0.67	0.89	1.21	RK=73.0
	SD	1.00	0.71	0.58	1.36	1.18	
	N	5.	2.	3.	9.	19.	TI:JT/SG
PRINCIPALS	M	0.0	1.00	0.80	0.76	0.78	RK=27.5
	SD	0.0	0.0	0.92	0.94	0.89	
	N	0.	3.	10.	33.	46.	TI:JT/SG
CURRICULUM CONSULTANTS	M	0.0	0.50	0.0	0.75	0.58	RK=72.0
	SD	0.0	0.71	0.0	0.71	0.67	
	N	0.	2.	2.	8.	12.	TI:OC/JT
SPEECH AND HEARING CLINICIANS	M	1.13	0.60	1.36	0.70	0.91	RK=48.0
	SD	1.25	0.55	1.21	0.82	1.00	
	N	8.	5.	11.	23.	47.	TI:JT
SPECIAL EDUCATION CONSULTANTS	M	1.63	1.50	0.33	0.33	1.13	RK=72.0
	SD	0.92	2.12	0.58	0.58	1.09	
	N	8.	2.	3.	3.	16.	TI:OC/SG
DIRECTORS OF SPECIAL EDUCATION	M	1.00	2.00	2.20	0.25	1.11	RK=67.5
	SD	0.82	0.0	1.30	0.71	1.20	
	N	4.	2.	5.	8.	19.	TI:JT/SG
SPECIAL EDUCATION TEACHERS	M	0.79	0.66	0.96	0.85	0.85	RK=49.0
	SD	0.95	0.86	1.09	0.94	0.98	
	N	61.	29.	76.	105.	271.	TI:JT
REGULAR ELEMENTARY TEACHERS	M	0.0	0.78	0.96	0.85	0.86	RK=46.0
	SD	0.0	0.83	0.95	1.14	1.09	
	N	0.	9.	24.	106.	139.	TI:JT
SUPER.,PRIN. & DIRECTORS COMBINED	M	1.00	1.33	1.11	0.83	0.94	RK=51.5
	SD	0.82	0.52	1.18	1.00	1.01	
	N	4.	6.	18.	54.	82.	TI:JT/SG
REG. & SPEC. EDUC. TCHRS. COMBINED	M	0.79	0.68	0.96	0.85	0.85	RK=44.5
	SD	0.95	0.84	1.05	1.04	1.02	
	N	61.	38.	100.	211.	410.	TI:JT
DISTRICT SUBTOTALS	M	0.98	0.80	0.98	0.83	0.88	RK=46.0
	SD	1.02	0.85	1.07	1.02	1.02	
	N	86.	55.	137.	308.	586.	TI:JT

TABLE 91

81. IDENTIFYING THE INFORMAL POWER STRUCTURE OF THE COMMUNITY.

COMPETENCY DIMENSIONS: FUNCTION=EVALUATING CONTEXT=COMM. PROCESSES

POSITION		DISTRICT SIZE: INTER. DIST.	25,000+	10,000-24,999	5,000-9,999	ROW TOTALS	
SUPERINTENDENTS	M	0.0	1.00	1.33	2.15	1.94	RK=00.
	SD	0.0	0.0	1.15	1.34	1.30	
	N	0.	1.	3.	13.	17.	TI:SG
PSYCHOLOGISTS	M	2.20	2.00	0.67	1.33	1.53	RK=94.0
	SD	0.84	0.0	0.58	1.41	1.17	
	N	5.	2.	3.	9.	19.	TI:JT/SG
PRINCIPALS	M	0.0	1.33	1.40	1.55	1.50	RK=97.0
	SD	0.0	0.58	1.35	1.25	1.22	
	N	0.	3.	10.	33.	46.	TI:JT/SG
CURRICULUM CONSULTANTS	M	0.0	1.50	0.50	1.25	1.17	RK=99.0
	SD	0.0	0.71	0.71	0.71	0.72	
	N	0.	2.	2.	8.	12.	TI:JT/SG
SPEECH AND HEARING CLINICIANS	M	1.63	0.80	2.18	1.39	1.55	RK=97.0
	SD	1.30	0.84	1.17	1.03	1.14	
	N	8.	5.	11.	23.	47.	TI:JT/SG
SPECIAL EDUCATION CONSULTANTS	M	2.13	2.00	0.67	0.67	1.56	RK=96.5
	SD	0.64	2.83	1.15	0.58	1.21	
	N	8.	2.	3.	3.	16.	TI:OC/JT/SG
DIRECTORS OF SPECIAL EDUCATION	M	1.25	2.50	3.00	1.38	1.89	RK=99.0
	SD	0.96	0.71	1.00	1.30	1.29	
	N	4.	2.	5.	8.	19.	TI:JT
SPECIAL EDUCATION TEACHERS	M	1.56	1.45	1.71	1.53	1.58	RK=98.0
	SD	1.25	1.15	1.40	1.24	1.28	
	N	61.	29.	76.	106.	272.	TI:SG
REGULAR ELEMENTARY TEACHERS	M	0.0	1.56	1.43	1.58	1.55	RK=98.0
	SD	0.0	1.01	1.20	1.24	1.21	
	N	0.	9.	23.	106.	138.	TI:JT/SG
SUPER.,PRIN. & DIRECTORS COMBINED	M	1.25	1.67	1.83	1.67	1.68	RK=00.0
	SD	0.96	0.82	1.38	1.29	1.26	
	N	4.	6.	18.	54.	82.	TI:JT/SG
REG. & SPEC. EDUC. TCHRS. COMBINED	M	1.56	1.47	1.65	1.55	1.57	RK=99.0
	SD	1.25	1.11	1.36	1.24	1.26	
	N	61.	38.	99.	212.	410.	TI:SG
DISTRICT SUBTOTALS	M	1.64	1.47	1.65	1.54	1.57	RK=99.0
	SD	1.18	1.09	1.34	1.22	1.23	
	N	86.	55.	136.	309.	586.	TI:SG

TABLE 92

82. ADVISING TEACHERS AND ADMINISTRATORS REGARDING THE USE OF AGENCIES AND SERVICES IN THE COMMUNITY WHICH CAN ASSIST WITH EDUCATIONAL PROBLEMS.

COMPETENCY DIMENSIONS: FUNCTION=ADVISING CONTEXT=SUPP. SYSTEMS

		DISTRICT SIZE					
POSITION		INTER. DIST.	25,000+	10,000- 24,999	5,000- 9,999	ROW TOTALS	
SUPERINTENDENTS	M	0.0	0.0	0.0	1.23	0.94	RK=50.5
	SD	0.0	0.0	0.0	1.24	1.20	
	N	0.	1.	3.	13.	17.	TI:OC/JT/SG
PSYCHOLOGISTS	M	1.40	1.00	0.33	1.00	1.00	RK=53.5
	SD	1.34	0.0	0.58	1.00	1.00	
	N	5.	2.	3.	9.	19.	TI:JT
PRINCIPALS	M	0.0	1.67	C.90	0.94	0.98	RK=56.5
	SD	0.0	0.58	0.99	0.75	0.80	
	N	0.	3.	10.	33.	46.	TI:JT
CURRICULUM CONSULTANTS	M	0.0	1.00	0.0	0.38	0.42	RK=54.5
	SD	0.0	0.0	0.0	0.52	0.51	
	N	C.	2.	2.	8.	12.	TI:OC/JT/SG
SPEECH AND HEARING CLINICIANS	M	1.13	0.40	1.36	0.61	0.85	RK=42.5
	SD	1.36	0.55	0.92	0.66	0.91	
	N	8.	5.	11.	23.	47.	TI:JT
SPECIAL EDUCATION CONSULTANTS	M	1.13	0.50	1.00	0.67	0.94	RK=47.0
	SD	0.64	0.71	1.00	0.58	0.68	
	N	8.	2.	3.	3.	16.	TI:JT
DIRECTORS OF SPECIAL EDUCATION	M	1.00	3.50	1.60	1.00	1.42	RK=38.5
	SD	1.15	0.71	0.55	0.93	1.12	
	N	4.	2.	5.	8.	19.	TI:JT
SPECIAL EDUCATION TEACHERS	M	0.62	0.66	0.79	0.77	0.73	RK=26.5
	SD	0.78	0.67	1.02	0.85	0.87	
	N	61.	29.	76.	106.	272.	TI:JT
REGULAR ELEMENTARY TEACHERS	M	0.0	0.44	0.79	0.75	C.73	RK=33.5
	SD	0.0	0.53	0.78	0.93	0.88	
	N	0.	9.	24.	106.	139.	TI:JT
SUPER.,PRIN. & DIRECTORS COMBINED	M	1.00	2.00	0.94	1.02	1.07	RK=70.0
	SD	1.15	1.41	0.94	0.90	0.98	
	N	4.	6.	18.	54.	82.	TI:JT
REG. & SPEC. EDUC. TCHRS. COMBINED	M	0.62	.0.61	C.79	0.76	0.73	RK=30.0
	SD	0.78	0.64	0.97	0.89	0.87	
	N	61.	38.	100.	212.	411.	TI:JT
DISTRICT SUBTOTALS	M	0.78	0.76	0.84	0.79	0.80	RK=37.0
	SD	C.90	0.84	0.96	0.87	0.89	
	N	86.	55.	137.	309.	587.	TI:JT

TABLE 93

83. EXPLAINING TO PARENTS THE TECHNIQUES OF CHILD MANAGEMENT AND INSTRUCTION THEY COULD USE IN THE HOME.

COMPETENCY DIMENSIONS: FUNCTION= CONTEXT=COMM. PROCESSES

POSITION		DISTRICT SIZE: INTER. DIST.	25,000+	10,000-24,999	5,000-9,999	ROW TOTALS	
SUPERINTENDENTS	M	0.0	1.00	0.33	1.31	1.12	RK=75.0
	SD	0.0	0.0	0.58	1.18	1.11	
	N	0.	1.	3.	13.	17.	TI:OC/JT
PSYCHOLOGISTS	M	2.60	2.50	2.00	0.89	1.68	RK=97.0
	SD	0.55	0.71	1.00	1.36	1.29	
	N	5.	2.	3.	9.	19.	TI:OC/JT
PRINCIPALS	M	0.0	1.00	1.30	1.45	1.39	RK=92.5
	SD	0.0	1.00	1.34	1.15	1.16	
	N	0.	3.	10.	33.	46.	TI:JT
CURRICULUM CONSULTANTS	M	0.0	1.00	1.00	1.00	1.00	RK=96.0
	SD	0.0	0.0	1.41	1.07	0.95	
	N	0.	2.	2.	8.	12.	TI:OC/JT/SG
SPEECH AND HEARING CLINICIANS	M	2.00	0.80	1.64	1.26	1.43	RK=94.5
	SD	1.31	0.84	1.21	1.10	1.16	
	N	8.	5.	11.	23.	47.	TI:JT
SPECIAL EDUCATION CONSULTANTS	M	1.75	2.50	2.33	1.00	1.81	RK=00.0
	SD	0.71	2.12	0.58	0.0	0.91	
	N	8.	2.	3.	3.	16.	TI:OC/JT
DIRECTORS OF SPECIAL EDUCATION	M	0.75	4.00	2.20	1.00	1.58	RK=96.5
	SD	0.96	0.0	0.84	1.07	1.35	
	N	4.	2.	5.	8.	19.	TI:OC/JT/SG
SPECIAL EDUCATION TEACHERS	M	0.95	1.54	1.42	1.21	1.24	RK=87.0
	SD	1.14	1.48	1.37	1.30	1.31	
	N	60.	28.	76.	106.	270.	TI:JT
REGULAR ELEMENTARY TEACHERS	M	0.0	1.22	1.33	1.07	1.12	RK=81.0
	SD	0.0	1.30	1.31	1.25	1.26	
	N	0.	9.	24.	106.	139.	TI:JT
SUPER.,PRIN. & DIRECTORS COMBINED	M	0.75	2.00	1.39	1.35	1.38	RK=95.0
	SD	0.96	1.67	1.24	1.14	1.19	
	N	4.	6.	18.	54.	82.	TI:OC/JT
REG. & SPEC. EDUC. TCHRS. COMBINED	M	0.95	1.46	1.40	1.14	1.20	RK=83.5
	SD	1.14	1.43	1.35	1.28	1.29	
	N	60.	37.	100.	212.	409.	TI:JT
DISTRICT SUBTOTALS	M	1.21	1.52	1.45	1.17	1.27	RK=89.5
	SD	1.19	1.40	1.30	1.23	1.26	
	N	85.	54.	137.	309.	585.	TI:JT

TABLE 94

84. SERVING IN AN ADVISORY CAPACITY TO SPECIAL INTEREST PARENT GROUPS (E.G., TO LOCAL ASSOCIATION FOR RETARDED CHILDREN).

COMPETENCY DIMENSIONS: FUNCTION=ADVISING CONTEXT=COMM. PROCESSES

		DISTRICT SIZE					
POSITION		INTER. DIST.	25,000+	10,000-24,999	5,000-9,999	ROW TOTALS	
SUPERINTENDENTS	M	0.0	0.0	0.33	1.38	1.12	RK=75.0
	SD	0.0	0.0	0.58	0.96	0.99	
	N	0.	1.	3.	13.	17.	TI:JT
PSYCHOLOGISTS	M	1.80	2.00	0.33	1.44	1.42	RK=89.5
	SD	1.10	1.41	0.58	0.73	0.96	
	N	5.	2.	3.	9.	19.	TI:JT
PRINCIPALS	M	0.0	1.00	1.70	1.06	1.20	RK=85.0
	SD	0.0	0.0	0.95	0.83	0.86	
	N	0.	3.	10.	33.	46.	TI:SG
CURRICULUM CONSULTANTS	M	0.0	0.0	1.00	0.63	0.58	RK=72.0
	SD	0.0	0.0	1.41	0.74	0.79	
	N	0.	2.	2.	8.	12.	TI:OC/JT/SG
SPEECH AND HEARING CLINICIANS	M	1.75	0.80	1.36	1.30	1.34	RK=87.5
	SD	0.89	0.45	0.81	1.06	0.94	
	N	8.	5.	11.	23.	47.	TI:JT
SPECIAL EDUCATION CONSULTANTS	M	1.63	1.50	1.67	1.33	1.56	RK=96.5
	SD	0.74	2.12	1.53	0.58	0.96	
	N	8.	2.	3.	3.	16.	TI:OC/JT/SG
DIRECTORS OF SPECIAL EDUCATION	M	0.50	1.50	1.80	0.88	1.11	RK=67.5
	SD	0.58	0.71	0.45	1.13	0.94	
	N	4.	2.	5.	8.	19.	TI:OC/SG
SPECIAL EDUCATION TEACHERS	M	0.84	1.14	1.09	1.13	1.06	RK=74.0
	SD	0.93	0.99	1.02	1.06	1.02	
	N	61.	29.	76.	106.	272.	TI:JT
REGULAR ELEMENTARY TEACHERS	M	0.0	1.00	0.92	1.02	1.00	RK=70.0
	SD	0.0	1.00	0.88	1.05	1.01	
	N	0.	9.	24.	106.	139.	TI:JT
SUPER.,PRIN. & DIRECTORS COMBINED	M	0.50	1.00	1.50	1.11	1.16	RK=82.0
	SD	0.58	0.63	0.92	0.90	0.90	
	N	4.	6.	18.	54.	82.	TI:JT/SG
REG. & SPEC. EDUC. TCHRS. COMBINED	M	0.84	1.11	1.05	1.08	1.04	RK=73.0
	SD	0.93	0.98	0.99	1.05	1.02	
	N	61.	38.	100.	212.	411.	TI:JT
DISTRICT SUBTOTALS	M	1.03	1.07	1.13	1.10	1.10	RK=78.5
	SD	0.98	0.96	0.98	1.01	0.99	
	N	86.	55.	137.	309.	587.	TI:JT

TABLE 95

85. SELECTING PERSONNEL SKILLED TO ASSUME SPECIFIC ROLES IN THE INSTRUCTIONAL PROGRAM.

COMPETENCY DIMENSIONS: FUNCTION=EVALUATING CONTEXT=INSTRUCTION

POSITION		DISTRICT SIZE: INTER. DIST.	25,000+	10,000-24,999	5,000-9,999	ROW TOTALS	
SUPERINTENDENTS	M	0.0	0.0	0.67	0.62	0.59	RK=15.5
	SD	0.0	0.0	1.15	0.65	0.71	
	N	0.	1.	3.	13.	17.	TI:JT
PSYCHOLOGISTS	M	0.80	1.50	0.33	1.33	1.05	RK=58.5
	SD	0.84	0.71	0.58	0.87	0.85	
	N	5.	2.	3.	9.	19.	TI:JT/SG
PRINCIPALS	M	0.0	2.00	1.20	1.00	1.11	RK=71.5
	SD	0.0	1.00	1.55	1.03	1.16	
	N	0.	3.	10.	33.	46.	TI:JT
CURRICULUM CONSULTANTS	M	0.0	0.0	0.0	1.00	0.67	RK=79.5
	SD	0.0	0.0	0.0	0.76	0.78	
	N	0.	2.	2.	8.	12.	TI:JT
SPEECH AND HEARING CLINICIANS	M	1.00	0.20	1.00	0.70	0.77	RK=31.0
	SD	1.60	0.45	1.10	1.11	1.15	
	N	8.	5.	11.	23.	47.	TI:JT
SPECIAL EDUCATION CONSULTANTS	M	1.13	1.00	0.67	0.67	0.94	RK=47.0
	SD	0.64	1.41	1.15	0.58	0.77	
	N	8.	2.	3.	3.	16.	TI:OC/JT/SG
DIRECTORS OF SPECIAL EDUCATION	M	1.50	3.00	2.40	0.38	1.42	RK=88.5
	SD	0.58	1.41	1.14	0.52	1.26	
	N	4.	2.	5.	8.	19.	TI:OC/JT
SPECIAL EDUCATION TEACHERS	M	0.90	0.66	1.21	0.75	0.90	RK=53.5
	SD	1.14	0.94	1.35	1.04	1.16	
	N	61.	29.	76.	106.	272.	TI:JT
REGULAR ELEMENTARY TEACHERS	M	0.0	0.78	0.71	0.86	0.83	RK=42.5
	SD	0.0	1.30	0.95	1.17	1.14	
	N	0.	9.	24.	106.	139.	TI:JT
SUPER.,PRIN. & DIRECTORS COMBINED	M	1.50	2.00	1.44	0.81	1.07	RK=70.0
	SD	0.58	1.41	1.46	0.91	1.13	
	N	4.	6.	18.	54.	82.	TI:JT
REG. & SPEC. EDUC. TCHRS. COMBINED	M	0.90	0.68	1.09	0.81	0.88	RK=49.5
	SD	1.14	1.02	1.28	1.10	1.15	
	N	61.	38.	100.	212.	411.	TI:JT
DISTRICT SUBTOTALS	M	0.95	0.80	1.09	0.82	0.90	RK=51.5
	SD	1.11	1.10	1.27	1.05	1.12	
	N	86.	55.	137.	309.	587.	TI:JT

TABLE 96

96. IDENTIFYING PERSONS WITH SPECIFIC CURRICULUM DEVELOPMENT SKILLS (E.G., WRITING, SEQUENCING, SELECTING MATERIALS).

COMPETENCY DIMENSIONS: FUNCTION=EVALUATING CONTEXT=CURRICULUM

		DISTRICT SIZE					
POSITION		INTER. DIST.	25,000+	10,000-24,999	5,000-9,999	ROW TOTALS	
SUPERINTENDENTS	M	0.0	0.0	0.33	1.31	1.06	RK=63.5
	SD	0.0	0.0	0.58	1.18	1.14	
	N	0.	1.	3.	13.	17.	TI:OC/JT/SG
PSYCHOLOGISTS	M	0.60	2.00	1.00	0.78	0.89	RK=44.5
	SD	0.55	2.83	1.00	0.83	1.05	
	N	5.	2.	3.	9.	19.	TI:JT
PRINCIPALS	M	0.0	1.00	1.00	1.09	1.07	RK=67.0
	SD	0.0	1.00	0.67	1.07	0.98	
	N	0.	3.	10.	33.	46.	TI:JT
CURRICULUM CONSULTANTS	M	0.0	0.0	1.00	0.75	0.67	RK=79.5
	SD	0.0	0.0	1.41	0.71	0.78	
	N	0.	2.	2.	8.	12.	TI:JT
SPEECH AND HEARING CLINICIANS	M	1.13	0.40	1.45	0.91	1.02	RK=63.0
	SD	1.36	0.55	1.29	0.95	1.09	
	N	8.	5.	11.	23.	47.	TI:JT
SPECIAL EDUCATION CONSULTANTS	M	1.25	1.00	1.00	0.67	1.06	RK=60.0
	SD	0.89	1.41	1.00	0.58	0.85	
	N	8.	2.	3.	3.	16.	TI:JT/SG
DIRECTORS OF SPECIAL EDUCATION	M	1.00	1.00	1.60	0.50	0.94	RK=51.0
	SD	0.0	0.0	0.55	0.53	0.64	
	N	4.	1.	5.	8.	18.	TI:JT
SPECIAL EDUCATION TEACHERS	M	0.85	0.86	1.13	1.08	1.02	RK=59.5
	SD	0.90	0.92	1.04	1.08	1.01	
	N	60.	29.	76.	106.	271.	TI:JT
REGULAR ELEMENTARY TEACHERS	M	0.0	1.00	0.78	1.08	1.02	RK=72.5
	SD	0.0	1.12	0.80	1.17	1.11	
	N	0.	9.	23.	106.	138.	TI:JT
SUPER.,PRIN. & DIRECTORS COMBINED	M	1.00	0.80	1.06	1.06	1.04	RK=64.5
	SD	0.0	0.84	0.73	1.05	0.94	
	N	4.	5.	18.	54.	81.	TI:JT
REG. & SPEC. EDUC. TCHRS. COMBINED	M	0.85	0.89	1.05	1.08	1.02	RK=71.5
	SD	0.90	0.95	0.99	1.12	1.05	
	N	60.	38.	99.	212.	409.	TI:JT
DISTRICT SUBTOTALS	M	0.91	0.85	1.08	1.04	1.01	RK=71.0
	SD	0.91	1.00	0.98	1.07	1.02	
	N	95.	54.	136.	309.	584.	TI:JT

TABLE 97

87. ENLISTING PROFESSIONAL RESOURCES (E.G., PERSONS, INSTRUCTIONAL PACKAGES, ETC.) WHICH CAN BE UTILIZED IN LOCAL CURRICULUM DEVELOPMENT ACTIVITIES.

COMPETENCY DIMENSIONS: FUNCTION=SERV. AS LIAIS.CONTEXT=SUPP. SYSTEMS

		DISTRICT SIZE					
POSITION		INTER. DIST.	25,000+	10,000-24,999	5,000-9,999	ROW TOTALS	
SUPERINTENDENTS	M	0.0	1.00	0.0	1.31	1.06	RK=63.5
	SD	0.0	0.0	0.0	1.25	1.20	
	N	0.	1.	3.	13.	17.	TI:OC
PSYCHOLOGISTS	M	0.60	2.00	0.33	0.33	0.58	RK=17.5
	SD	0.55	1.41	0.58	0.50	0.77	
	N	5.	2.	3.	9.	19.	TI:JT
PRINCIPALS	M	0.0	0.67	0.70	0.91	0.85	RK=36.0
	SD	0.0	0.58	0.48	0.77	0.70	
	N	0.	3.	10.	33.	46.	TI:JT
CURRICULUM CONSULTANTS	M	0.0	0.0	0.50	0.38	0.33	RK=39.0
	SD	0.0	0.0	0.71	0.52	0.49	
	N	0.	2.	2.	8.	12.	TI:OC/JT
SPEECH AND HEARING CLINICIANS	M	0.63	0.60	0.73	0.65	0.66	RK=19.0
	SD	0.52	0.55	0.79	0.78	0.70	
	N	8.	5.	11.	23.	47.	TI:JT
SPECIAL EDUCATION CONSULTANTS	M	1.13	0.0	0.33	0.67	0.75	RK=31.5
	SD	0.83	0.0	0.58	1.15	0.86	
	N	8.	2.	3.	3.	16.	TI:JT
DIRECTORS OF SPECIAL EDUCATION	M	1.25	0.50	1.40	0.38	0.84	RK=43.0
	SD	0.96	0.71	0.55	0.74	0.83	
	N	4.	2.	5.	8.	19.	TI:OC/JT
SPECIAL EDUCATION TEACHERS	M	0.78	0.52	0.71	0.83	0.75	RK=32.5
	SD	0.74	0.69	0.82	0.88	0.82	
	N	59.	29.	75.	106.	269.	TI:JT
REGULAR ELEMENTARY TEACHERS	M	0.0	0.67	0.70	0.92	0.87	RK=49.5
	SD	0.0	0.71	0.70	0.85	0.82	
	N	0.	9.	23.	105.	137.	TI:JT
SUPER.,PRIN. & DIRECTORS COMBINED	M	1.25	0.67	0.78	0.93	0.89	RK=41.5
	SD	0.96	0.52	0.65	0.93	0.85	
	N	4.	6.	18.	54.	82.	TI:JT
REG. & SPEC. EDUC. TCHRS. COMBINED	M	0.78	0.55	0.70	0.88	0.79	RK=38.5
	SD	0.74	0.69	0.79	0.86	0.82	
	N	59.	38.	98.	211.	406.	TI:JT
DISTRICT SUBTOTALS	M	0.81	0.58	0.70	0.84	0.78	RK=35.5
	SD	0.74	0.71	0.76	0.86	0.81	
	N	84.	55.	135.	308.	582.	TI:JT

TABLE 98

88. ELICITING AND LISTENING RECEPTIVELY TO IDEAS PRESENTED FROM ALL PERSONNEL ABOUT CURRICULUM CONTENT AND NEEDED REVISIONS.

COMPETENCY DIMENSIONS: FUNCTION=SERV. AS LIAIS.CONTEXT=COMM. PROCESSES

POSITION		DISTRICT SIZE: INTER. DIST.	25,000+	10,000-24,999	5,000-9,999	ROW TOTALS	
SUPERINTENDENTS	M	0.0	1.00	0.0	1.38	1.12	RK=75.0
	SD	0.0	0.0	0.0	1.61	1.50	
	N	0.	1.	3.	13.	17.	TI:OC/JT/SG
PSYCHOLOGISTS	M	0.60	1.00	0.33	0.56	0.58	RK=17.5
	SD	0.55	1.41	0.58	0.53	0.61	
	N	5.	2.	3.	9.	19.	TI:SG
PRINCIPALS	M	0.0	1.00	0.80	0.82	0.83	RK=32.5
	SD	0.0	1.00	0.79	0.88	0.85	
	N	0.	3.	10.	33.	46.	TI:JT/SG
CURRICULUM CONSULTANTS	M	0.0	0.0	1.00	0.25	0.33	RK=39.0
	SD	0.0	0.0	1.41	0.46	0.65	
	N	0.	2.	2.	8.	12.	TI:JT/SG
SPEECH AND HEARING CLINICIANS	M	0.25	0.20	0.55	0.35	0.36	RK= 9.0
	SD	0.46	0.45	0.82	0.49	0.57	
	N	8.	5.	11.	23.	47.	TI:JT/SG
SPECIAL EDUCATION CONSULTANTS	M	0.75	0.0	0.33	0.67	0.56	RK=17.0
	SD	0.71	0.0	0.58	1.15	0.73	
	N	8.	2.	3.	3.	16.	TI:JT/SG
DIRECTORS OF SPECIAL EDUCATION	M	0.50	1.00	1.60	0.63	0.89	RK=47.5
	SD	0.58	0.0	0.55	0.74	0.74	
	N	4.	2.	5.	8.	19.	TI:JT/SG
SPECIAL EDUCATION TEACHERS	M	0.52	0.52	0.49	0.55	0.52	RK=10.0
	SD	0.85	0.83	0.90	0.84	0.86	
	N	60.	29.	76.	105.	270.	TI:SG
REGULAR ELEMENTARY TEACHERS	M	0.0	1.00	0.29	0.68	0.63	RK=19.0
	SD	0.0	1.22	0.46	0.87	0.85	
	N	0.	9.	24.	106.	139.	TI:JT
SUPER.,PRIN. & DIRECTORS COMBINED	M	0.50	1.00	0.89	0.93	0.90	RK=43.5
	SD	0.58	0.63	0.83	1.10	0.99	
	N	4.	6.	18.	54.	82.	TI:JT/SG
REG. & SPEC. EDUC. TCHRS. COMBINED	M	0.52	0.63	0.44	0.62	0.56	RK=10.5
	SD	0.85	0.94	0.82	0.86	0.86	
	N	60.	38.	100.	211.	409.	TI:JT/SG
DISTRICT SUBTOTALS	M	0.52	0.60	0.51	0.64	0.59	RK=11.0
	SD	0.78	0.87	0.82	0.88	0.85	
	N	85.	55.	137.	308.	585.	TI:JT/SG

TABLE 99

89. SERVING AS AN EFFECTIVE SPOKESMAN FOR TEACHERS ON CURRICULUM IDEAS AND INSTRUCTIONAL NEEDS.

COMPETENCY DIMENSIONS: FUNCTION=SERV. AS LIAIS.CONTEXT=COMM. PROCESSES

		DISTRICT SIZE					
POSITION		INTER. DIST.	25,000+	10,000-24,999	5,000-9,999	ROW TOTALS	
SUPERINTENDENTS	M	0.0	1.00	0.33	0.85	0.76	RK=35.5
	SD	0.0	0.0	0.58	0.69	0.66	
	N	0.	1.	3.	13.	17.	TI:OC/JT/SG
PSYCHOLOGISTS	M	0.40	1.00	0.67	0.67	0.63	RK=21.5
	SD	0.55	1.41	1.15	0.50	0.68	
	N	5.	2.	3.	9.	19.	TI:JT/SG
PRINCIPALS	M	0.0	1.00	0.50	0.70	0.67	RK=15.0
	SD	0.0	0.0	0.71	0.85	0.79	
	N	0.	3.	10.	33.	46.	TI:JT
CURRICULUM CONSULTANTS	M	0.0	0.0	0.0	0.38	0.25	RK=25.5
	SD	0.0	0.0	0.0	0.52	0.45	
	N	0.	2.	2.	8.	12.	TI:JT
SPEECH AND HEARING CLINICIANS	M	0.63	0.40	0.82	0.36	0.52	RK=15.0
	SD	1.06	0.55	0.75	0.58	0.72	
	N	8.	5.	11.	22.	46.	TI:JT/SG
SPECIAL EDUCATION CONSULTANTS	M	1.29	0.0	1.33	1.00	1.07	RK=66.0
	SD	0.49	0.0	1.15	1.00	0.80	
	N	7.	2.	3.	3.	15.	TI:JT/SG
DIRECTORS OF SPECIAL EDUCATION	M	0.75	0.50	1.60	0.25	0.74	RK=35.5
	SD	0.50	0.71	0.89	0.46	0.81	
	N	4.	2.	5.	8.	19.	TI:JT
SPECIAL EDUCATION TEACHERS	M	0.51	0.62	0.40	0.55	0.51	RK= 7.0
	SD	0.70	1.05	0.68	0.79	0.77	
	N	61.	29.	75.	106.	271.	TI:JT
REGULAR ELEMENTARY TEACHERS	M	0.0	1.11	0.33	0.68	0.65	RK=22.5
	SD	0.0	1.05	0.56	0.91	0.88	
	N	0.	9.	24.	106.	139.	TI:JT
SUPER.,PRIN. & DIRECTORS COMBINED	M	0.75	0.83	0.78	0.67	0.71	RK=20.0
	SD	0.50	0.41	0.88	0.78	0.76	
	N	4.	6.	18.	54.	82.	TI:JT
REG. & SPEC. EDUC. TCHRS. COMBINED	M	0.51	0.74	0.38	0.61	0.55	RK= 8.5
	SD	0.70	1.06	0.65	0.86	0.81	
	N	61.	38.	99.	212.	410.	TI:JT
DISTRICT SUBTOTALS	M	0.59	0.67	0.49	0.60	0.58	RK=10.0
	SD	0.73	0.94	0.73	0.81	0.79	
	N	85.	55.	136.	308.	584.	TI:JT

TABLE 100

90. RECRUITING AND COORDINATING THE EFFORTS OF INSTRUCTIONAL PERSONNEL IN MAJOR CURRICULUM DEVELOPMENT ACTIVITIES.

COMPETENCY DIMENSIONS: FUNCTION=DEVELOPING CONTEXT=CURRICULUM

		DISTRICT SIZE					
POSITION		INTER. DIST.	25,000+	10,000- 24,999	5,000- 9,999	ROW TOTALS	
SUPERINTENDENTS	M	0.0	1.00	0.33	1.31	1.12	RK=75.0
	SD	0.0	0.0	0.58	0.95	0.93	
	N	0.	1.	3.	13.	17.	TI:OC/JT
PSYCHOLOGISTS	M	0.20	1.50	0.67	1.11	0.84	RK=41.0
	SD	0.45	0.71	0.58	0.93	0.83	
	N	5.	2.	3.	9.	19.	TI:JT
PRINCIPALS	M	0.0	0.67	0.60	0.85	0.78	RK=27.5
	SD	0.0	0.58	0.70	0.97	0.89	
	N	0.	3.	10.	33.	46.	TI:JT
CURRICULUM CONSULTANTS	M	0.0	0.0	0.50	0.50	0.42	RK=54.5
	SD	0.0	0.0	0.71	0.76	0.67	
	N	0.	2.	2.	8.	12.	TI:OC/JT/SG
SPEECH AND HEARING CLINICIANS	M	0.75	0.40	0.91	0.39	0.57	RK=16.5
	SD	0.89	0.55	0.70	0.50	0.65	
	N	8.	5.	11.	23.	47.	TI:JT
SPECIAL EDUCATION CONSULTANTS	M	1.63	0.0	0.67	0.67	1.06	RK=60.0
	SD	0.52	0.0	0.58	1.15	0.85	
	N	8.	2.	3.	3.	16.	TI:JT
DIRECTORS OF SPECIAL EDUCATION	M	1.50	0.50	1.80	0.50	1.05	RK=60.5
	SD	1.00	0.71	0.45	0.76	0.91	
	N	4.	2.	5.	8.	19.	TI:JT
SPECIAL EDUCATION TEACHERS	M	0.72	0.75	0.74	0.75	0.74	RK=29.5
	SD	0.92	0.70	0.84	0.84	0.84	
	N	60.	28.	76.	102.	266.	TI:JT
REGULAR ELEMENTARY TEACHERS	M	0.0	1.00	0.70	0.78	0.78	RK=38.5
	SD	0.0	1.12	0.70	0.96	0.93	
	N	0.	9.	23.	106.	138.	TI:JT
SUPER.,PRIN. & DIRECTORS COMBINED	M	1.50	0.67	0.89	0.91	0.91	RK=45.5
	SD	1.00	0.52	0.83	0.96	0.91	
	N	4.	6.	18.	54.	82.	TI:JT
REG. & SPEC. EDUC. TCHRS. COMBINED	M	0.72	0.81	0.73	0.76	0.75	RK=34.0
	SD	0.92	0.81	0.81	0.90	0.87	
	N	80.	37.	99.	208.	404.	TI:JT
DISTRICT SUBTOTALS	M	0.81	0.72	0.76	0.76	0.77	RK=33.5
	SD	0.92	0.76	0.78	0.89	0.86	
	N	85.	54.	136.	305.	580.	TI:JT

TABLE 101

91. INTERPRETING THE STRUCTURE OF THE SCHOOL DISTRUCT (JOB RESPONSIBILITIES AND FUNCTIONS, LINES OF AUTHORITY, POWER STRUCTURE, LINES OF COMMUNICATION).

COMPETENCY DIMENSIONS: FUNCTION=EVALUATING CONTEXT=COMM. PROCESSES

POSITION		DISTRICT SIZE: INTER. DIST.	25,000+	10,000-24,999	5,000-9,999	ROW TOTALS	
SUPERINTENDENTS	M	0.0	1.00	0.67	1.85	1.59	RK=97.0
	SD	0.0	0.0	1.15	1.28	1.28	
	N	0.	1.	3.	13.	17.	TI:JT/SG
PSYCHOLOGISTS	M	1.20	3.00	1.00	1.67	1.58	RK=96.0
	SD	1.10	1.41	1.00	1.41	1.30	
	N	5.	2.	3.	9.	19.	TI:JT
PRINCIPALS	M	0.0	1.67	1.30	1.52	1.48	RK=95.5
	SD	0.0	0.58	1.16	1.33	1.24	
	N	0.	3.	10.	33.	46.	TI:JT/SG
CURRICULUM CONSULTANTS	M	0.0	1.00	1.00	1.00	1.00	RK=96.0
	SD	0.0	1.41	1.41	0.76	0.85	
	N	0.	2.	2.	8.	12.	TI:JT
SPEECH AND HEARING CLINICIANS	M	1.88	0.60	1.82	0.91	1.26	RK=79.0
	SD	1.36	0.89	1.40	1.08	1.26	
	N	8.	5.	11.	23.	47.	TI:JT
SPECIAL EDUCATION CONSULTANTS	M	1.50	1.00	1.00	0.33	1.13	RK=72.0
	SD	1.07	1.41	1.00	0.58	1.02	
	N	8.	2.	3.	3.	16.	TI:JT
DIRECTORS OF SPECIAL EDUCATION	M	1.75	3.50	3.40	1.25	2.16	RK=00.0
	SD	0.50	0.71	0.89	1.49	1.46	
	N	4.	2.	5.	8.	19.	TI:JT/SG
SPECIAL EDUCATION TEACHERS	M	1.18	1.21	1.38	1.36	1.31	RK=91.5
	SD	1.23	1.15	1.40	1.18	1.25	
	N	61.	29.	76.	106.	272.	TI:JT
REGULAR ELEMENTARY TEACHERS	M	0.0	1.44	1.25	1.70	1.60	RK=99.5
	SD	0.0	1.13	1.19	1.30	1.27	
	N	0.	9.	24.	106.	139.	TI:JT
SUPER., PRIN. & DIRECTORS COMBINED	M	1.75	2.17	1.78	1.56	1.66	RK=99.0
	SD	0.50	1.17	1.48	1.33	1.32	
	N	4.	6.	18.	54.	82.	TI:JT
REG. & SPEC. EDUC. TCHRS. COMBINED	M	1.18	1.26	1.35	1.53	1.41	RK=96.0
	SD	1.23	1.13	1.35	1.25	1.26	
	N	61.	38.	100.	212.	411.	TI:JT
DISTRICT SUBTOTALS	M	1.30	1.35	1.42	1.47	1.42	RK=97.0
	SD	1.20	1.19	1.35	1.25	1.26	
	N	86.	55.	137.	309.	587.	TI:JT

TABLE 102

92. IDENTIFYING SCHOOL POLICIES IN NEED OF REVISION TO ALLOW GREATER TEACHER PARTICIPATION IN DECISION-MAKING ON CURRICULUM PRACTICES.

COMPETENCY DIMENSIONS: FUNCTION=EVALUATING CONTEXT=SUPP. SYSTEMS

		DISTRICT SIZE					
POSITION		INTER. DIST.	25,000+	10,000-24,999	5,000-9,999	ROW TOTALS	
SUPERINTENDENTS	M	0.0	0.0	0.67	2.15	1.76	RK=99.0
	SD	0.0	0.0	1.15	1.14	1.30	
	N	0.	1.	3.	13.	17.	TI:JT/SG
PSYCHOLOGISTS	M	0.60	1.50	1.00	1.11	1.00	RK=53.5
	SD	0.55	0.71	1.00	0.60	0.67	
	N	5.	2.	3.	9.	19.	TI:JT
PRINCIPALS	M	0.0	1.33	1.00	1.18	1.15	RK=80.0
	SD	0.0	0.58	0.82	1.10	1.01	
	N	0.	3.	10.	33.	46.	TI:JT/SG
CURRICULUM CONSULTANTS	M	0.0	0.50	0.50	0.50	0.50	RK=65.5
	SD	0.0	0.71	0.71	0.76	0.67	
	N	0.	2.	2.	8.	12.	TI:JT
SPEECH AND HEARING CLINICIANS	M	1.50	0.80	1.18	0.74	0.98	RK=53.5
	SD	1.41	0.84	0.98	0.96	1.05	
	N	8.	5.	11.	23.	47.	TI:JT
SPECIAL EDUCATION CONSULTANTS	M	1.50	0.50	0.67	1.00	1.13	RK=72.0
	SD	0.76	0.71	0.58	1.00	0.81	
	N	8.	2.	3.	3.	16.	TI:JT
DIRECTORS OF SPECIAL EDUCATION	M	1.50	1.00	3.20	0.88	1.63	RK=98.0
	SD	1.00	1.41	0.84	1.25	1.42	
	N	4.	2.	5.	8.	19.	TI:JT
SPECIAL EDUCATION TEACHERS	M	0.97	0.76	0.95	0.63	0.81	RK=41.5
	SD	1.06	0.87	1.05	0.80	0.95	
	N	61.	29.	75.	106.	271.	TI:JT
REGULAR ELEMENTARY TEACHERS	M	0.0	1.00	0.48	0.77	0.74	RK=35.0
	SD	0.0	1.00	0.73	0.90	0.88	
	N	0.	9.	23.	106.	138.	TI:JT
SUPER.,PRIN. & DIRECTORS COMBINED	M	1.50	1.00	1.56	1.37	1.39	RK=96.0
	SD	1.00	0.89	1.34	1.20	1.19	
	N	4.	6.	18.	54.	82.	TI:JT/SG
REG. & SPEC. EDUC. TCHRS. COMBINED	M	0.97	0.82	0.84	0.70	0.78	RK=37.0
	SD	1.06	0.90	1.00	0.85	0.93	
	N	51.	38.	98.	212.	409.	TI:JT
DISTRICT SUBTOTALS	M	1.07	0.84	0.96	0.83	0.90	RK=51.5
	SD	1.06	0.86	1.06	0.95	0.99	
	N	86.	55.	135.	309.	585.	TI:JT

TABLE 103

93. DEVELOPING PROCEDURES WHICH ALLOW FOR TEACHER PARTICIPATION IN DECISIONS REGARDING MATERIALS AND EQUIPMENT ACQUISITION, DEVELOPMENT OF CURRICULUM, AND IN-SERVICE.

COMPETENCY DIMENSIONS: FUNCTION=DEVELOPING CONTEXT=COMM. PROCESSES

		DISTRICT SIZE					
POSITION		INTER. DIST.	25,000+	10,000-24,999	5,000-9,999	ROW TOTALS	
SUPERINTENDENTS	M	0.0	0.0	0.33	1.23	1.00	RK=55.5
	SD	0.0	0.0	0.58	0.93	0.94	
	N	0.	1.	3.	13.	17.	TI:DC/JT/SG
PSYCHOLOGISTS	M	1.00	1.50	1.00	1.00	1.05	RK=58.5
	SD	0.71	0.71	1.00	0.71	0.71	
	N	5.	2.	3.	9.	19.	TI:JT
PRINCIPALS	M	0.0	1.00	0.90	0.76	0.80	RK=30.5
	SD	0.0	0.0	0.74	0.75	0.72	
	N	0.	3.	10.	33.	46.	TI:JT
CURRICULUM CONSULTANTS	M	0.0	0.0	0.50	0.13	0.17	RK=16.0
	SD	0.0	0.0	0.71	0.35	0.39	
	N	0.	2.	2.	8.	12.	TI:DC/JT
SPEECH AND HEARING CLINICIANS	M	1.38	1.00	0.82	0.48	0.77	RK=31.0
	SD	1.41	1.22	0.75	0.79	0.98	
	N	8.	5.	11.	23.	47.	TI:JT
SPECIAL EDUCATION CONSULTANTS	M	1.13	0.0	0.33	0.33	0.69	RK=26.5
	SD	0.64	0.0	0.58	0.58	0.70	
	N	8.	2.	3.	3.	16.	TI:JT
DIRECTORS OF SPECIAL EDUCATION	M	0.75	0.50	2.60	0.13	0.95	RK=53.5
	SD	0.96	0.71	0.89	0.35	1.22	
	N	4.	2.	5.	8.	19.	TI:DC/JT/SG
SPECIAL EDUCATION TEACHERS	M	0.49	0.52	0.70	0.48	0.55	RK=12.0
	SD	0.85	0.63	1.07	0.83	0.89	
	N	61.	29.	76.	106.	272.	TI:JT
REGULAR ELEMENTARY TEACHERS	M	0.0	0.56	0.38	0.70	0.63	RK=19.0
	SD	0.0	0.73	0.58	0.99	0.92	
	N	0.	9.	24.	106.	139.	TI:JT
SUPER.,PRIN. & DIRECTORS COMBINED	M	0.75	0.67	1.28	0.78	0.88	RK=38.0
	SD	0.96	0.52	1.13	0.82	0.89	
	N	4.	6.	18.	54.	82.	TI:JT
REG. & SPEC. EDUC. TCHRS. COMBINED	M	0.49	0.53	0.62	0.59	0.58	RK=12.0
	SD	0.85	0.65	0.98	0.92	0.90	
	N	51.	38.	100.	212.	411.	TI:JT
DISTRICT SUBTOTALS	M	0.67	0.58	0.72	0.61	0.64	RK=17.0
	SD	0.93	0.71	0.99	0.88	0.90	
	N	86.	55.	137.	309.	587.	TI:JT

TABLE 104

94. OBTAINING SUPPORT SERVICES FOR TEACHERS ENGAGED IN CURRICULUM DEVELOPMENT ACTIVITIES (E.G., RELEASED TIME, SECRETARIAL SERVICES, RESOURCE MATERIALS, ETC.).

COMPETENCY DIMENSIONS: FUNCTION=SERV. AS LIAIS.CONTEXT=SUPP. SYSTEMS

POSITION		DISTRICT SIZE: INTER. DIST.	25,000+	10,000-24,999	5,000-9,999	ROW TOTALS	
SUPERINTENDENTS	M	0.0	1.00	0.33	1.77	1.47	RK=94.0
	SD	0.0	0.0	0.58	0.83	0.94	
	N	0.	1.	3.	13.	17.	TI:JT/SG
PSYCHOLOGISTS	M	1.40	2.00	0.67	1.00	1.16	RK=69.0
	SD	0.55	0.0	0.58	0.50	0.60	
	N	5.	2.	3.	9.	19.	TI:JT
PRINCIPALS	M	0.0	1.00	0.70	0.91	0.87	RK=40.0
	SD	0.0	0.0	0.67	0.78	0.73	
	N	0.	3.	10.	32.	45.	TI:JT
CURRICULUM CONSULTANTS	M	0.0	0.50	0.50	0.25	0.33	RK=39.0
	SD	0.0	0.71	0.71	0.46	0.49	
	N	0.	2.	2.	8.	12.	TI:JT/SG
SPEECH AND HEARING CLINICIANS	M	1.63	1.00	1.09	0.65	0.96	RK=51.5
	SD	1.41	0.71	1.38	0.93	1.14	
	N	8.	5.	11.	23.	47.	TI:JT
SPECIAL EDUCATION CONSULTANTS	M	1.29	0.50	1.00	0.67	1.00	RK=52.5
	SD	0.76	0.71	1.00	1.15	0.85	
	N	7.	2.	3.	3.	15.	TI:JT
DIRECTORS OF SPECIAL EDUCATION	M	0.50	1.00	2.60	0.75	1.21	RK=77.0
	SD	0.58	0.0	0.89	1.16	1.23	
	N	4.	2.	5.	8.	19.	TI:JT
SPECIAL EDUCATION TEACHERS	M	0.78	0.83	0.68	0.77	0.76	RK=34.5
	SD	0.96	0.80	0.94	0.93	0.92	
	N	60.	29.	76.	106.	271.	TI:JT
REGULAR ELEMENTARY TEACHERS	M	0.0	0.89	0.75	0.89	0.86	RK=46.0
	SD	0.0	1.05	0.79	1.14	1.08	
	N	0.	9.	24.	106.	139.	TI:JT
SUPER., PRIN. & DIRECTORS COMBINED	M	0.50	1.00	1.17	1.09	1.07	RK=70.0
	SD	0.58	0.0	1.15	0.93	0.93	
	N	4.	6.	18.	53.	81.	TI:JT
REG. & SPEC. EDUC. TCHRS. COMBINED	M	0.78	0.84	0.70	0.83	0.79	RK=33.5
	SD	0.96	0.86	0.90	1.04	0.98	
	N	60.	38.	100.	212.	410.	TI:JT
DISTRICT SUBTOTALS	M	0.93	0.89	0.80	0.85	0.85	RK=42.5
	SD	0.99	0.79	0.98	1.00	0.97	
	N	84.	55.	137.	308.	584.	TI:JT

TABLE 105

95. DEVELOPING SITUATIONS (E.G., INDIVIDUAL CONFERENCES, STAFF MEETINGS WHICH ENHANCE COMMUNICATION IN CURRICULUM DEVELOPMENT ACTIVITIES.

COMPETENCY DIMENSIONS: FUNCTION=DEVELOPING CONTEXT=COMM. PROCESSES

		DISTRICT SIZE					
POSITION		INTER. DIST.	25,000+	10,000- 24,999	5,000- 9,999	ROW TOTALS	
SUPERINTENDENTS	M	0.0	0.0	0.33	1.31	1.06	RK=63.5
	SD	0.0	0.0	0.58	0.85	0.90	
	N	0.	1.	3.	13.	17.	TI:JT/SG
PSYCHOLOGISTS	M	0.40	1.50	1.33	0.78	0.84	RK=41.0
	SD	0.55	0.71	0.58	0.44	0.60	
	N	5.	2.	3.	9.	19.	TI:JT/SG
PRINCIPALS	M	0.0	1.00	0.60	0.91	0.85	RK=36.0
	SD	0.0	0.0	0.52	0.84	0.76	
	N	0.	3.	10.	33.	46.	TI:JT
CURRICULUM CONSULTANTS	M	0.0	0.0	0.50	0.13	0.17	RK=16.0
	SD	0.0	0.0	0.71	0.35	0.39	
	N	0.	2.	2.	8.	12.	TI:JT
SPEECH AND HEARING CLINICIANS	M	1.00	1.40	1.00	0.35	0.72	RK=24.5
	SD	1.41	0.55	0.89	0.49	0.88	
	N	8.	5.	11.	23.	47.	TI:JT
SPECIAL EDUCATION CONSULTANTS	M	1.00	0.0	0.67	0.67	0.75	RK=31.5
	SD	0.53	0.0	0.58	1.15	0.86	
	N	8.	2.	3.	3.	16.	TI:JT
DIRECTORS OF SPECIAL EDUCATION	M	0.50	0.50	2.20	0.63	1.00	RK=56.5
	SD	0.58	0.71	0.84	1.06	1.11	
	N	4.	2.	5.	8.	19.	TI:JT
SPECIAL EDUCATION TEACHERS	M	0.80	0.79	0.72	0.61	0.70	RK=24.5
	SD	0.90	0.82	0.96	0.78	0.86	
	N	60.	29.	76.	106.	271.	TI:JT
REGULAR ELEMENTARY TEACHERS	M	0.0	0.78	0.61	0.85	0.80	RK=40.0
	SD	0.0	0.83	0.66	0.88	0.84	
	N	0.	9.	23.	106.	138.	TI:JT
SUPER.,PRIN. & DIRECTORS COMBINED	M	0.50	0.67	1.00	0.96	0.93	RK=48.5
	SD	0.58	0.52	0.97	0.89	0.87	
	N	4.	6.	18.	54.	82.	TI:JT
REG. & SPEC. EDUC. TCHRS. COMBINED	M	0.80	0.79	0.70	0.73	0.74	RK=33.0
	SD	0.90	0.81	0.90	0.84	0.86	
	N	60.	38.	99.	212.	409.	TI:JT
DISTRICT SUBTOTALS	M	0.80	0.80	0.77	0.73	0.76	RK=32.0
	SD	0.92	0.78	0.89	0.82	0.85	
	N	85.	55.	136.	309.	585.	TI:JT

TABLE 106

96. IDENTIFYING NATURE AND EXTENT OF INTERACTION AMONG EDUCATIONAL PERSONNEL.

COMPETENCY DIMENSIONS: FUNCTION=EVALUATING CONTEXT=COMM. PROCESSES

POSITION		DISTRICT SIZE: INTER. DIST.	25,000+	10,000-24,999	5,000-9,999	ROW TOTALS	
SUPERINTENDENTS	M	0.0	1.00	0.67	1.23	1.12	RK=75.0
	SD	0.0	0.0	1.15	0.83	0.86	
	N	0.	1.	3.	13.	17.	TI:SG
PSYCHOLOGISTS	M	1.20	2.50	2.00	1.33	1.53	RK=94.0
	SD	0.84	0.71	1.73	1.32	1.22	
	N	5.	2.	3.	9.	19.	TI:JT/SG
PRINCIPALS	M	0.0	1.67	1.20	1.55	1.48	RK=95.5
	SD	0.0	0.58	0.79	1.23	1.11	
	N	0.	3.	10.	33.	46.	TI:JT/SG
CURRICULUM CONSULTANTS	M	0.0	0.0	1.00	0.86	0.73	RK=84.0
	SD	0.0	0.0	1.41	0.69	0.79	
	N	0.	2.	2.	7.	11.	TI:OC/JT/SG
SPEECH AND HEARING CLINICIANS	M	1.75	1.00	1.82	1.26	1.45	RK=96.0
	SD	1.16	1.00	1.17	1.05	1.10	
	N	8.	5.	11.	23.	47.	TI:JT
SPECIAL EDUCATION CONSULTANTS	M	1.63	1.50	1.33	1.00	1.44	RK=91.5
	SD	0.52	0.71	1.15	1.00	0.73	
	N	8.	2.	3.	3.	16.	TI:JT
DIRECTORS OF SPECIAL EDUCATION	M	0.50	2.00	2.80	1.13	1.53	RK=94.0
	SD	0.58	0.0	0.84	1.36	1.31	
	N	4.	2.	5.	8.	19.	TI:JT/SG
SPECIAL EDUCATION TEACHERS	M	1.23	1.24	1.58	1.28	1.35	RK=93.5
	SD	1.06	0.95	1.20	1.11	1.12	
	N	60.	29.	76.	106.	271.	TI:SG
REGULAR ELEMENTARY TEACHERS	M	0.0	1.67	1.04	1.43	1.38	RK=93.0
	SD	0.0	1.58	0.88	1.09	1.10	
	N	0.	9.	23.	105.	137.	TI:JT
SUPER.,PRIN. & DIRECTORS COMBINED	M	0.50	1.67	1.56	1.41	1.41	RK=98.0
	SD	0.58	0.52	1.15	1.16	1.11	
	N	4.	6.	18.	54.	82.	TI:JT/SG
REG. & SPEC. EDUC. TCHRS. COMBINED	M	1.23	1.34	1.45	1.36	1.36	RK=93.0
	SD	1.06	1.12	1.15	1.10	1.11	
	N	60.	38.	99.	211.	408.	TI:JT/SG
DISTRICT SUBTOTALS	M	1.28	1.35	1.50	1.34	1.37	RK=94.0
	SD	1.02	1.06	1.15	1.10	1.10	
	N	85.	55.	136.	307.	583.	TI:JT/SG

TABLE 107

97. ASSESSING HIS OWN KNOWLEDGE AND SKILLS, I.E., SELF-APPRAISAL.

COMPETENCY DIMENSIONS: FUNCTION=EVALUATING CONTEXT=COMM. PROCESSES

POSITION		DISTRICT SIZE: INTER. DIST.	25,000+	10,000-24,999	5,000-9,999	ROW TOTALS	
SUPERINTENDENTS	M	0.0	1.00	0.0	0.62	0.53	RK=11.0
	SD	0.0	0.0	0.0	1.19	1.07	
	N	0.	1.	3.	13.	17.	TI:SG
PSYCHOLOGISTS	M	0.20	0.50	0.0	0.33	0.26	RK= 5.5
	SD	0.45	0.71	0.0	0.71	0.56	
	N	5.	2.	3.	9.	19.	TI:SG
PRINCIPALS	M	0.0	0.33	0.20	0.61	0.50	RK= 7.5
	SD	0.0	0.58	0.42	0.83	0.75	
	N	0.	3.	10.	33.	46.	TI:SG
CURRICULUM CONSULTANTS	M	0.0	0.0	0.0	0.13	0.08	RK= 9.0
	SD	0.0	0.0	0.0	0.35	0.29	
	N	0.	2.	2.	8.	12.	TI:OC/SG
SPEECH AND HEARING CLINICIANS	M	0.25	0.0	0.45	0.22	0.26	RK= 4.5
	SD	0.46	0.0	1.04	0.42	0.61	
	N	8.	5.	11.	23.	47.	TI:SG
SPECIAL EDUCATION CONSULTANTS	M	0.75	0.0	0.0	0.33	0.44	RK= 7.0
	SD	0.71	0.0	0.0	0.58	0.63	
	N	8.	2.	3.	3.	16.	TI:SG
DIRECTORS OF SPECIAL EDUCATION	M	0.25	0.0	1.20	0.13	0.42	RK= 8.5
	SD	0.50	0.0	1.30	0.35	0.84	
	N	4.	2.	5.	8.	19.	TI:SG
SPECIAL EDUCATION TEACHERS	M	0.62	0.45	0.59	0.69	0.62	RK=16.0
	SD	0.85	0.74	1.00	0.95	0.92	
	N	60.	29.	76.	106.	271.	TI:SG
REGULAR ELEMENTARY TEACHERS	M	0.0	0.33	0.48	0.62	0.58	RK=12.0
	SD	0.0	0.71	0.85	1.02	0.98	
	N	0.	9.	23.	105.	137.	TI:SG
SUPER.,PRIN. & DIRECTORS COMBINED	M	0.25	0.33	0.44	0.54	0.49	RK= 8.0
	SD	0.50	0.52	0.86	0.88	0.84	
	N	4.	6.	18.	54.	82.	TI:SG
REG. & SPEC. EDUC. TCHRS. COMBINED	M	0.62	0.42	0.57	0.65	0.61	RK=14.5
	SD	0.85	0.72	0.96	0.98	0.94	
	N	60.	38.	99.	211.	408.	TI:SG
DISTRICT SUBTOTALS	M	0.55	0.35	0.51	0.57	0.53	RK= 9.0
	SD	0.78	0.64	0.93	0.92	0.88	
	N	85.	55.	136.	308.	584.	TI:SG

TABLE 108

98. EVALUATING THE EFFECTIVENESS OF HIS INTERACTION WITH DISTRICT PERSONNEL.

COMPETENCY DIMENSIONS: FUNCTION=EVALUATING CONTEXT=COMM. PROCESSES

		DISTRICT SIZE					
POSITION		INTER. DIST.	25,000+	10,000-24,999	5,000-9,999	ROW TOTALS	
SUPERINTENDENTS	M	0.0	1.00	0.0	0.77	0.65	RK=22.0
	SD	0.0	0.0	0.0	1.17	1.06	
	N	0.	1.	3.	13.	17.	TI:SG
PSYCHOLOGISTS	M	0.20	0.50	0.0	0.11	0.16	RK= 2.0
	SD	0.45	0.71	0.0	0.33	0.37	
	N	5.	2.	3.	9.	19.	TI:SG
PRINCIPALS	M	0.0	0.33	0.70	0.82	0.76	RK=24.5
	SD	0.0	0.58	0.82	1.01	0.95	
	N	0.	3.	10.	33.	46.	TI:SG
CURRICULUM CONSULTANTS	M	0.0	0.50	0.0	0.13	0.17	RK=16.0
	SD	0.0	0.71	0.0	0.35	0.39	
	N	0.	2.	2.	8.	12.	TI:SG
SPEECH AND HEARING CLINICIANS	M	0.43	0.0	0.60	0.30	0.36	RK= 8.0
	SD	0.53	0.0	1.07	0.63	0.71	
	N	7.	5.	10.	23.	45.	TI:SG
SPECIAL EDUCATION CONSULTANTS	M	0.50	1.00	0.67	0.33	0.56	RK=17.0
	SD	0.76	1.41	0.58	0.58	0.73	
	N	8.	2.	3.	3.	16.	TI:SG
DIRECTORS OF SPECIAL EDUCATION	M	0.0	0.0	1.80	0.88	0.84	RK=43.0
	SD	0.0	0.0	1.79	1.46	1.42	
	N	4.	2.	5.	8.	19.	TI:SG
SPECIAL EDUCATION TEACHERS	M	0.70	0.79	0.58	0.73	0.69	RK=23.0
	SD	1.00	1.08	0.93	0.91	0.95	
	N	60.	29.	76.	106.	271.	TI:SG
REGULAR ELEMENTARY TEACHERS	M	0.0	0.33	0.58	0.77	0.71	RK=28.5
	SD	0.0	0.71	0.93	0.96	0.94	
	N	0.	9.	24.	106.	139.	TI:SG
SUPER.,PRIN. & DIRECTORS COMBINED	M	0.0	0.33	0.89	0.81	0.76	RK=27.0
	SD	0.0	0.52	1.23	1.10	1.08	
	N	4.	6.	18.	54.	82.	TI:SG
REG. & SPEC. EDUC. TCHRS. COMBINED	M	0.70	0.68	0.58	0.75	0.70	RK=25.5
	SD	1.00	1.02	0.92	0.93	0.95	
	N	60.	38.	1[illegible].	212.	410.	TI:SG
DISTRICT SUBTOTALS	M	0.60	0.58	0.60	0.69	0.65	RK=19.0
	SD	0.91	0.92	0.96	0.94	0.93	
	N	84.	55.	136.	309.	584.	TI:SG

TABLE 109

99. SERVING AS A LEADER (PROVIDING DIRECTION) IN CURRICULUM DEVELOPMENT ACTIVITIES.

COMPETENCY DIMENSIONS: FUNCTION=DEVELOPING CONTEXT=CURRICULUM

		DISTRICT SIZE					
POSITION		INTER. DIST.	25,000+	10,000-24,999	5,000-9,999	ROW TOTALS	
SUPERINTENDENTS	M	0.0	0.0	0.0	0.23	0.18	RK= 1.0
	SD	0.0	0.0	0.0	0.60	0.53	
	N	0.	1.	3.	13.	17.	TI:OC/JT/SG
PSYCHOLOGISTS	M	0.0	0.50	0.0	0.11	0.11	RK= 1.0
	SD	0.0	0.71	0.0	0.33	0.32	
	N	5.	2.	3.	9.	19.	TI:JT/SG
PRINCIPALS	M	0.0	0.0	0.30	0.45	0.39	RK= 3.0
	SD	0.0	0.0	0.48	0.79	0.71	
	N	0.	3.	10.	33.	46.	TI:JT
CURRICULUM CONSULTANTS	M	0.0	0.0	0.0	0.25	0.17	RK=16.0
	SD	0.0	0.0	0.0	0.46	0.39	
	N	0.	2.	2.	8.	12.	TI:OC/JT/SG
SPEECH AND HEARING CLINICIANS	M	0.13	0.0	0.55	0.09	0.19	RK= 1.0
	SD	0.35	0.0	0.69	0.29	0.45	
	N	8.	5.	11.	23.	47.	TI:JT/SG
SPECIAL EDUCATION CONSULTANTS	M	0.50	0.0	0.33	0.67	0.44	RK= 7.0
	SD	0.53	0.0	0.58	1.15	0.63	
	N	8.	2.	3.	3.	16.	TI:JT/SG
DIRECTORS OF SPECIAL EDUCATION	M	0.0	0.0	1.00	0.38	0.42	RK= 8.5
	SD	0.0	0.0	0.71	1.06	0.84	
	N	4.	2.	5.	8.	19.	TI:OC/JT/SG
SPECIAL EDUCATION TEACHERS	M	0.32	0.34	0.36	0.41	0.37	RK= 4.0
	SD	0.65	0.55	0.69	0.70	0.67	
	N	60.	29.	76.	105.	270.	TI:JT/SG
REGULAR ELEMENTARY TEACHERS	M	0.0	0.22	0.25	0.41	0.37	RK= 5.0
	SD	0.0	0.67	0.68	0.77	0.74	
	N	0.	9.	24.	106.	139.	TI:JT
SUPER.,PRIN. & DIRECTORS COMBINED	M	0.0	0.0	0.44	0.39	0.35	RK= 3.0
	SD	0.0	0.0	0.62	0.79	0.71	
	N	4.	6.	18.	54.	82.	TI:JT/SG
REG. & SPEC. EDUC. TCHRS. COMBINED	M	0.32	0.32	0.33	0.41	0.37	RK= 4.0
	SD	0.65	0.57	0.68	0.73	0.69	
	N	60.	38.	100.	211.	409.	TI:JT/SG
DISTRICT SUBTOTALS	M	0.28	0.24	0.35	0.37	0.34	RK= 4.0
	SD	0.59	0.51	0.66	0.71	0.67	
	N	85.	55.	137.	308.	585.	TI:JT/SG

TABLE 110

100. CONVERTING INFORMATION OBTAINED FROM PROFESSIONAL LITERATURE AND CONFERENCES INTO INSTRUCTIONAL PRACTICES.

COMPETENCY DIMENSIONS: FUNCTION=DEVELOPING CONTEXT=INSTRUCTION

		DISTRICT SIZE					
POSITION		INTER. DIST.	25,000+	10,000- 24,999	5,000- 9,999	ROW TOTALS	
SUPERINTENDENTS	M	0.0	1.00	0.0	0.85	0.71	RK=30.0
	SD	0.0	0.0	0.0	1.21	1.10	
	N	0.	1.	3.	13.	17.	TI:OC/JT/SG
PSYCHOLOGISTS	M	0.40	2.00	1.33	0.56	0.79	RK=36.0
	SD	0.55	0.0	0.58	0.53	0.71	
	N	5.	2.	3.	9.	19.	TI:JT
PRINCIPALS	M	0.0	0.67	0.60	0.82	0.76	RK=24.5
	SD	0.0	0.58	0.70	0.85	0.79	
	N	0.	3.	10.	33.	46.	TI:JT/SG
CURRICULUM CONSULTANTS	M	0.0	0.0	0.50	0.50	0.42	RK=54.5
	SD	0.0	0.0	0.71	0.53	0.51	
	N	0.	2.	2.	8.	12.	TI:OC/JT/SG
SPEECH AND HEARING CLINICIANS	M	1.00	0.60	0.55	0.65	0.68	RK=20.0
	SD	1.07	0.55	0.82	0.71	0.78	
	N	8.	5.	11.	23.	47.	TI:OC/JT
SPECIAL EDUCATION CONSULTANTS	M	0.75	0.50	0.33	0.0	0.50	RK=11.5
	SD	0.71	0.71	0.58	0.0	0.63	
	N	8.	2.	3.	3.	16.	TI:OC/JT
DIRECTORS OF SPECIAL EDUCATION	M	0.25	0.50	0.80	0.75	0.63	RK=23.0
	SD	0.50	0.71	0.45	1.04	0.76	
	N	4.	2.	5.	8.	19.	TI:OC/JT/SG
SPECIAL EDUCATION TEACHERS	M	0.68	0.66	0.75	0.84	0.76	RK=34.5
	SD	0.77	0.86	0.91	0.98	0.90	
	N	60.	29.	76.	105.	270.	TI:JT
REGULAR ELEMENTARY TEACHERS	M	0.0	0.44	0.38	0.75	0.67	RK=25.0
	SD	0.0	0.53	0.58	0.92	0.86	
	N	0.	9.	24.	106.	139.	TI:JT
SUPER.,PRIN. & DIRECTORS COMBINED	M	0.25	0.67	0.56	0.81	0.72	RK=22.0
	SD	0.50	0.52	0.62	0.95	0.85	
	N	4.	6.	18.	54.	82.	TI:JT/SG
REG. & SPEC. EDUC. TCHRS. COMBINED	M	0.68	0.61	0.66	0.80	0.73	RK=30.0
	SD	0.77	0.79	0.86	0.95	0.89	
	N	60.	38.	100.	211.	409.	TI:JT
DISTRICT SUBTOTALS	M	0.68	0.64	0.64	0.77	0.71	RK=27.5
	SD	0.77	0.75	0.81	0.92	0.86	
	N	85.	55.	137.	308.	585.	TI:JT

Teachers (Regular and Special Education) / Administrators (Superintendents, Principals, and Directors of Special Education)

Teachers / Curriculum Consultants

Administrators / Curriculum Consultants

Curriculum Consultants / Special Education Consultants

Table 111 reports the competency items and t values on which significant differences were found between groups. To conserve space the t-test results which were nonsignificant at the .05 level are not reported. Significant differences were observed between two groups on 28 competency items.

Nineteen of those observed differences occurred in the comparison of rankings between administrators and teachers: the competency items rated significantly more important by teachers involved competencies instructional in nature, e.g., they pertained to the selection and evaluation of materials, teacher participation in curriculum development, and acquisition of support services. Administrators, however, rated as more important items which dealt with curriculum change, policies, planning and assessing teacher performance. These differences become important in the process of designing training programs to prepare individuals to function in roles where expectations on performance vary. For example, in the case of a curriculum consultant, attention must be given to developing those skills which enhance the teacher's effectiveness in the classroom while attending to those functions perceived by administrators as important. An individual's success is influenced by the degree to which he is viewed as fulfilling his assigned function. A curriculum consultant for exceptional children must work with a variety of school personnel. Unless the views of his role held by other personnel in the school setting are considered in preparing him for his role, his effectiveness probably will be severely inhibited.

Investigation of situational variables which might alter the expectations of the role of the curriculum consultant will yield information for module development and program operation. For example, building principals and classroom teachers may vary in their perceptions of what a curriculum consultant should do depending on the number of special education classes in the school. Table 112 presents importance ratings on the 100 competency statements as the principals and teachers varied on the special class variable.

In the designing of modules, as well as in the structuring of a training model, efficiency in the acquisition of a competency is an important factor. In other words, some skills are best learned in an actual work setting in which all facets of the problem are real and the person is held accountable for his decisions. Some other skills may be taught equally well through a didactic presentation or through individually programmed instruction. Still other skills depend on personality traits and are less subject to change. In a training program it becomes

Table 111

Sub-Sample Comparisons on Individual Competency Statements Using Transformed Scores*

Item No.	Sub-Sample (Importance Mean)/Sub-Sample (Importance Mean)	*t*-value
1	Teachers (3.661) / Administrators (3.473)**	1.98
2	Curriculum Consultants (3.642) / Special Education Consultants (3.246)	2.09
3	Curriculum Consultants (3.559) / Special Education Consultants (3.121)	3.01
6	Curriculum Consultants (3.892) / Special Education Consultants (3.434)	2.25
11	Teachers (3.779) / Administrators (3.559)	2.24
12	Teachers (4.070) / Administrators (3.769)	2.82
15	Curriculum Consultants (4.226) / Teachers (3.711)	2.10
15	Administrators (3.930) / Teachers (3.711)	2.14
18	Teachers (3.661) / Administrators (3.473)	2.23
29	Teachers (4.128) / Administrators (3.923)	2.11
33	Teachers (4.769) / Administrators (4.219)	3.81
37	Teachers (4.668) / Administrators (4.416)	2.00
39	Teachers (3.860) / Administrators (3.614)	2.64
42	Teachers (4.349) / Administrators (4.034)	2.35
44	Teachers (4.392) / Administrators (4.120)	2.35
45	Teachers (4.553) / Administrators (4.268)	2.07
55	Administrators (4.180) / Teachers (3.964)	2.05
59	Curriculum Consultants (4.142) / Teachers (3.650)	2.39
60	Administrators (4.287) / Teachers (4.038)	2.56
64	Curriculum Consultants (3.976) / Special Education Consultants (3.559)	2.14

Table 111 (Continued)

Sub-Sample Comparisons on Individual Competency Statements Using Transformed Scores*

Item No.	Sub-Sample (Importance Mean)/Sub-Sample (Importance Mean)	t-value
72	Teachers (4.063) / Curriculum Consultants (3.559)**	2.09
72	Administrators (4.119) / Curriculum Consultants (3.559)	2.24
82	Administrators (4.131) / Teachers (3.836)	3.22
88	Administrators (3.960) / Teachers (3.665)	3.12
92	Administrators (4.448) / Teachers (3.891)	5.54
93	Administrators (3.936) / Teachers (3.680)	2.80
94	Administrators (4.134) / Teachers (3.894)	2.27
100	Curriculum Consultants (3.976) / Special Education Consultants (3.559)	2.20

* All tabulated comparisons were significant at the .05 level of probability.

** This analysis was based on transformed rather than original data. The transformation was applied to take into consideration the relative importance placed on an item by a respondent in comparison to the rating given to all other items by the same respondent. The purpose of the transformation was to minimize the variations which might have occurred regarding the interpretations of what was meant by degrees of importance by the respondents. The transformation did not alter the rank ordering.

Procedures followed in the transformation were:

(1) The mean rating of each subject over all items was determined. For example, if a subject rated 50 items "0" and 50 items "1", his mean rating would be 0.5.

(2) The mean rating was then subtracted from the rating allocated by the subject to each individual item. Using the example offered in (1), items rated "0" would be transformed to -0.5 and items rated "1" would be transformed to 0.5.

(3) To eliminate negative scores in the transformed data, a constant of 4 was added to each score. Thus the transformed scores in (2) would become 3.5 and 4.5 respectively. Those transformed scores below 4 in value reflect ratings more important than the mean and those transformed scores above 4 are of lesser importance.

Table 112

Importance Rating Data on One Hundred Competency Items by Teachers and Principals According to Number of Special Classes in Building

ITEM NUMBER and Position		Number of Special Classes in Building			
		None	One	Two or more	Total school
ITEM NO. 1					
Principals	M	0.19	0.69	0.44	0.0
	SD	0.40	0.95	0.81	0.0
	N	16	13	16	1
Special Education Teachers	M		0.43	0.55	0.88
	SD		0.69	0.73	1.11
	N		70	156	26
Regular Elementary Teachers	M	0.92	0.56	0.47	
	SD	1.28	0.86	0.75	
	N	38	34	53	
ITEM NO. 2					
Principals	M	0.44	0.69	0.38	0.0
	SD	0.63	0.85	0.62	0.0
	N	16	13	16	1
Special Education Teachers	M		0.39	0.32	0.41
	SD		0.77	0.67	0.84
	N		70	156	27
Regular Elementary Teachers	M	0.47	0.34	0.13	
	SD	0.98	0.59	0.34	
	N	38	35	53	
ITEM NO. 3					
Principals	M	0.63	0.38	0.50	1.00
	SD	0.72	0.65	1.03	0.0
	N	16	13	16	1
Special Education Teachers	M		0.25	0.32	0.48
	SD		0.69	0.63	0.75
	N		69	156	27
Regular Elementary Teachers	M	0.53	0.23	0.16	
	SD	1.06	0.49	0.42	
	N	38	35	55	

Table 112 (Continued)

Importance Rating Data on One Hundred Competency Items by Teachers and Principals According to Number of Special Classes in Building

ITEM NUMBER and Position		Number of Special Classes in Building			
		None	One	Two or more	Total school
ITEM NO. 4					
Principals	M	0.53	0.54	0.31	0.0
	SD	1.13	0.88	0.60	0.0
	N	15	13	16	1
Special Education Teachers	M		0.30	0.19	0.22
	SD		0.85	0.47	0.42
	N		71	156	27
Regular Elementary Teachers	M	0.50	0.20	0.05	
	SD	1.06	0.41	0.23	
	N	38	35	55	
ITEM NO. 5					
Principals	M	0.44	0.54	0.50	1.00
	SD	0.51	0.66	0.73	0.0
	N	16	13	16	1
Special Education Teachers	M		0.61	0.45	0.62
	SD		0.89	0.69	0.64
	N		70	155	26
Regular Elementary Teachers	M	0.61	0.49	0.20	
	SD	1.00	0.56	0.41	
	N	38	35	54	
ITEM NO. 6					
Principals	M	1.25	1.54	1.44	1.00
	SD	0.68	0.78	1.03	0.0
	N	16	13	16	1
Special Education Teachers	M		1.28	1.14	1.59
	SD		1.04	0.85	1.15
	N		71	156	27
Regular Elementary	M	1.58	1.57	1.07	
	SD	1.03	1.01	0.90	
	N	38	35	55	

Table 112 (Continued)

Importance Rating Data on One Hundred Competency Items by Teachers and Principals According to Number of Special Classes in Building

ITEM NUMBER and Position		Number of Special Classes in Building			
		None	One	Two or more	Total school
ITEM NO. 7					
Principals	M	0.94	0.92	1.06	2.00
	SD	1.12	0.86	1.06	0.0
	N	16	13	16	1
Special Education Teachers	M		0.96	0.76	1.22
	SD		1.12	0.93	1.12
	N		70	153	27
Regular Elementary Teachers	M	1.16	1.21	0.64	
	SD	1.14	1.15	0.75	
	N	37	34	55	
ITEM NO. 8					
Principals	M	0.69	0.77	0.88	1.00
	SD	0.70	0.73	1.15	0.0
	N	16	13	16	1
Special Education Teachers	M		0.70	0.62	0.81
	SD		0.98	0.85	0.96
	N		71	154	27
Regular Elementary	M	1.08	0.57	0.58	
	SD	1.16	0.92	0.79	
	N	37	35	55	
ITEM NO. 9					
Principals	M	0.44	1.08	0.25	1.00
	SD	0.73	1.26	0.45	0.0
	N	16	13	16	1
Special Education Teachers	M		0.89	0.71	0.81
	SD		1.10	0.85	1.00
	N		71	156	27
Regular Elementary Teachers	M	0.89	0.54	0.46	
	SD	1.02	0.98	0.72	
	N	37	35	54	

Table 112 (Continued)

Importance Rating Data on One Hundred Competency Items by Teachers and Principals According to Number of Special Classes in Building

ITEM NUMBER and Position		Number of Special Classes in Building			
		None	One	Two or more	Total school
ITEM NO. 10					
Principals	M	0.38	0.50	0.31	0.0
	SD	0.62	0.90	0.79	0.0
	N	16	12	16	1
Special Education Teachers	M		0.39	0.39	0.15
	SD		0.80	0.76	0.36
	N		70	157	27
Regular Elementary Teachers	M	0.62	0.29	0.22	
	SD	1.09	0.62	0.57	
	N	37	35	55	
ITEM NO. 11					
Principals	M	0.44	0.75	0.38	1.00
	SD	0.73	0.97	0.62	0.0
	N	16	12	16	1
Special Education Teachers	M		0.87	0.61	1.15
	SD		1.02	0.84	1.29
	N		70	157	27
Regular Elementary Teachers	M	0.68	0.56	0.47	
	SD	1.03	0.70	0.63	
	N	37	34	55	
ITEM NO. 12					
Principals	M	0.81	0.92	0.81	1.00
	SD	0.91	0.90	0.83	0.0
	N	16	12	16	1
Special Education Teachers	M		0.99	0.93	1.30
	SD		1.04	1.00	1.14
	N		71	157	27
Regular Elementary Teachers	M	1.24	0.77	0.87	
	SD	1.23	0.91	1.06	
	N	37	35	55	

Table 112 (Continued)

Importance Rating Data on One Hundred Competency Items by Teachers and Principals According to Number of Special Classes in Building

ITEM NUMBER and Position		Number of Special Classes in Building			
		None	One	Two or more	Total school
ITEM NO. 13					
Principals	M	0.80	0.67	0.63	1.00
	SD	0.68	0.49	0.62	0.0
	N	15	12	16	1
Special Education Teachers	M		0.69	0.62	0.78
	SD		0.89	0.75	0.75
	N		70	155	27
Regular Elementary Teachers	M	1.08	0.71	0.39	
	SD	1.16	0.89	0.66	
	N	37	35	54	
ITEM NO. 14					
Principals	M	0.88	0.83	1.06	0.0
	SD	0.81	0.83	1.34	0.0
	N	16	12	16	1
Special Education Teachers	M		0.62	0.58	0.59
	SD		0.92	0.82	0.80
	N		71	157	27
Regular Elementary Teachers	M	1.11	0.63	0.75	
	SD	1.20	0.88	1.02	
	N	37	35	55	
ITEM NO. 15					
Principals	M	1.06	0.83	0.69	1.00
	SD	0.77	0.83	1.08	0.0
	N	16	12	16	1
Special Education Teachers	M		0.51	0.58	0.59
	SD		0.88	0.91	0.84
	N		71	156	27
Regular Elementary Teachers	M	0.97	0.51	0.60	
	SD	1.12	0.82	0.93	
	N	37	35	55	

Table 112 (Continued)

Importance Rating Data on One Hundred Competency Items by Teachers and Principals According to Number of Special Classes in Building

ITEM NUMBER and Position		Number of Special Classes in Building			
		None	One	Two or more	Total school
ITEM NO. 16					
Principals	M	1.25	1.25	1.31	1.00
	SD	0.86	0.75	1.14	0.0
	N	16	12	16	1
Special Education Teachers	M		1.04	0.97	1.30
	SD		1.01	1.02	0.99
	N		71	154	27
Regular Elementary Teachers	M	1.24	0.97	1.07	
	SD	0.95	1.12	1.03	
	N	37	35	54	
ITEM NO. 17					
Principals	M	0.69	1.25	0.94	1.00
	SD	0.48	1.36	1.12	0.0
	N	16	12	16	1
Special Education Teachers	M		0.66	0.57	0.70
	SD		0.84	0.86	0.72
	N		71	157	27
Regular Elementary Teachers	M	0.73	0.54	0.56	
	SD	1.02	0.78	0.83	
	N	37	35	55	
ITEM NO. 18					
Principals	M	0.19	0.42	0.50	1.00
	SD	0.40	0.79	0.82	0.0
	N	16	12	16	1
Special Education Teachers	M		0.54	0.40	0.56
	SD		0.90	0.66	0.70
	N		70	156	27
Regular Elementary Teachers	M	0.70	0.55	0.37	
	SD	1.15	0.75	0.62	
	N	37	33	54	

Table 112 (Continued)

Importance Rating Data on One Hundred Competency Items by Teachers and Principals According to Number of Special Classes in Building

ITEM NUMBER and Position		Number of Special Classes in Building			
		None	One	Two or more	Total school
ITEM NO. 19					
Principals	M	0.38	1.08	0.69	2.00
	SD	0.62	0.90	0.87	0.0
	N	16	12	16	1
Special Education Teachers	M		0.71	0.54	0.89
	SD		0.92	0.73	1.05
	N		70	151	27
Regular Elementary Teachers	M	0.86	0.43	0.48	
	SD	1.00	0.74	0.64	
	N	37	35	54	
ITEM NO. 20					
Principals	M	1.06	1.00	0.63	1.00
	SD	0.57	0.74	0.72	0.0
	N	16	12	16	1
Special Education Teachers	M		1.08	1.25	1.59
	SD		1.05	1.05	1.08
	N		71	155	27
Regular Elementary Teachers	M	1.27	1.03	1.07	
	SD	1.24	1.01	0.89	
	N	37	35	54	
ITEM NO. 21					
Principals	M	1.31	1.17	1.00	2.00
	SD	0.95	0.83	0.89	0.0
	N	16	12	16	1
Special Education Teachers	M		1.26	1.29	1.59
	SD		1.07	1.04	1.19
	N		70	157	27
Regular Elementary Teachers	M	1.41	1.31	1.20	
	SD	1.17	1.08	1.01	
	N	37	35	55	

Table 112 (Continued)

Importance Rating Data on One Hundred Competency Items by Teachers and Principals According to Number of Special Classes in Building

ITEM NUMBER and Position		Number of Special Classes in Building			
		None	One	Two or more	Total school
ITEM NO. 22					
Principals	M	1.13	0.92	1.06	1.00
	SD	0.81	0.79	0.85	0.0
	N	16	12	16	1
Special Education Teachers	M		1.28	1.26	1.37
	SD		1.17	1.14	1.18
	N		71	156	27
Regular Elementary Teachers	M	1.38	0.86	1.13	
	SD	1.26	1.00	1.03	
	N	37	35	54	
ITEM NO. 23					
Principals	M	1.00	1.25	0.81	0.0
	SD	0.89	1.06	0.83	0.0
	N	16	12	16	1
Special Education Teachers	M		1.13	1.19	1.52
	SD		1.08	1.12	1.19
	N		71	157	27
Regular Elementary Teachers	M	1.19	1.03	0.96	
	SD	1.17	1.04	0.98	
	N	37	35	55	
ITEM NO. 24					
Principals	M	0.63	1.42	1.31	0.0
	SD	0.81	1.24	1.25	0.0
	N	16	12	16	1
Special Education Teachers	M		0.66	0.75	1.19
	SD		0.89	0.96	1.00
	N		71	157	27
Regular Elementary Teachers	M	1.43	0.91	1.00	
	SD	1.28	1.12	0.98	
	N	37	35	55	

Table 112 (Continued)

Importance Rating Data on One Hundred Competency Items by Teachers and Principals According to Number of Special Classes in Building

ITEM NUMBER and Position		Number of Special Classes in Building			
		None	One	Two or more	Total school
ITEM NO. 25					
Principals	M	0.88	1.25	0.81	1.00
	SD	0.96	0.75	0.98	0.0
	N	16	12	16	1
Special Education Teachers	M		0.92	0.88	1.15
	SD		0.91	0.94	0.91
	N		71	157	27
Regular Elementary Teachers	M	1.16	0.86	0.82	
	SD	1.09	0.81	1.04	
	N	37	35	55	
ITEM NO. 26					
Principals	M	0.44	0.92	0.81	1.00
	SD	0.63	0.79	0.66	0.0
	N	16	12	16	1
Special Education Teachers	M		0.66	0.67	0.81
	SD		0.95	0.85	0.88
	N		70	155	27
Regular Elementary Teachers	M	1.00	0.34	0.25	
	SD	1.29	0.48	0.44	
	N	38	35	55	
ITEM NO. 27					
Principals	M	0.73	1.42	1.25	2.00
	SD	0.80	1.00	1.34	0.0
	N	15	12	16	1
Special Education Teachers	M		1.07	1.23	1.19
	SD		1.05	1.17	1.00
	N		69	155	27
Regular Elementary Teachers	M	1.16	1.14	0.91	
	SD	1.04	1.14	0.97	
	N	37	35	55	

Table 112 (Continued)

Importance Rating Data on One Hundred Competency Items by Teachers and Principals According to Number of Special Classes in Building

ITEM NUMBER and Position		Number of Special Classes in Building			
		None	One	Two or more	Total school
ITEM NO. 28					
Principals	M	1.25	1.00	1.06	0.0
	SD	1.18	1.04	1.34	0.0
	N	16	12	16	1
Special Education Teachers	M		0.83	0.92	1.30
	SD		1.09	1.12	1.32
	N		70	156	27
Regular Elementary Teachers	M	1.03	1.03	0.91	
	SD	1.15	1.22	1.06	
	N	38	35	55	
ITEM NO. 29					
Principals	M	0.88	0.82	1.06	2.00
	SD	0.89	0.60	0.93	0.0
	N	16	11	16	1
Special Education Teachers	M		1.06	1.07	1.41
	SD		1.03	0.95	1.01
	N		70	156	27
Regular Elementary Teachers	M	1.05	0.80	0.84	
	SD	0.93	0.80	0.83	
	N	38	35	55	
ITEM NO. 30					
Principals	M	0.88	0.83	0.88	1.00
	SD	0.89	0.72	0.62	0.0
	N	16	12	16	1
Special Education Teachers	M		0.87	0.83	0.89
	SD		0.98	0.85	0.80
	N		68	154	27
Regular Elementary Teachers	M	0.84	0.74	0.69	
	SD	0.93	0.89	0.84	
	N	37	35	55	

Table 112 (Continued)

Importance Rating Data on One Hundred Competency Items by Teachers and Principals According to Number of Special Classes in Building

ITEM NUMBER and Position		Number of Special Classes in Building			
		None	One	Two or more	Total school
ITEM NO. 31					
Principals	M	0.63	0.75	0.56	0.0
	SD	0.62	0.97	0.63	0.0
	N	16	12	16	1
Special Education Teachers	M		0.73	0.73	0.93
	SD		1.03	0.85	0.87
	N		70	156	27
Regular Elementary Teachers	M	0.92	0.71	0.60	
	SD	1.24	0.99	0.97	
	N	38	35	55	
ITEM NO. 32					
Principals	M	1.00	1.17	0.88	1.00
	SD	0.82	0.72	0.72	0.0
	N	16	12	16	1
Special Education Teachers	M		1.12	1.15	1.31
	SD		1.06	0.91	1.09
	N		69	156	26
Regular Elementary Teachers	M	1.05	1.03	1.00	
	SD	1.18	0.98	1.05	
	N	38	35	54	
ITEM NO. 33					
Principals	M	1.19	1.17	1.13	1.00
	SD	1.11	0.83	1.02	0.0
	N	16	12	16	1
Special Education Teachers	M		1.74	1.86	1.81
	SD		1.41	1.36	1.18
	N		70	156	27
Regular Elementary Teachers	M	1.74	1.31	1.44	
	SD	1.43	1.43	1.26	
	N	38	35	55	

Table 112 (Continued)

Importance Rating Data on One Hundred Competency Items by Teachers and Principals According to Number of Special Classes in Building

ITEM NUMBER and Position		Number of Special Classes in Building			
		None	One	Two or more	Total school
ITEM NO. 34					
Principals	M	0.75	1.08	0.38	2.00
	SD	0.86	1.08	0.50	0.0
	N	16	12	16	1
Special Education Teachers	M		0.74	0.70	0.59
	SD		1.13	0.89	0.69
	N		70	155	27
Regular Elementary Teachers	M	0.82	0.74	0.56	
	SD	1.18	1.07	0.86	
	N	38	35	55	
ITEM NO. 35					
Principals	M	1.44	1.83	1.38	1.00
	SD	1.26	0.94	1.09	0.0
	N	16	12	16	1
Special Education Teachers	M		1.41	1.48	1.74
	SD		1.28	1.33	1.23
	N		70	155	27
Regular Elementary Teachers	M	1.42	1.20	1.36	
	SD	1.45	1.28	1.14	
	N	38	35	55	
ITEM NO. 36					
Principals	M	1.06	1.42	1.00	1.00
	SD	1.29	1.16	1.46	0.0
	N	16	12	16	1
Special Education Teachers	M		1.27	1.17	1.41
	SD		1.31	1.22	1.12
	N		70	157	27
Regular Elementary Teachers	M	1.29	0.94	1.31	
	SD	1.37	0.94	1.22	
	N	38	35	55	

Table 112 (Continued)

Importance Rating Data on One Hundred Competency Items by Teachers and Principals According to Number of Special Classes in Building

ITEM NUMBER and Position		Number of Special Classes in Building			
		None	One	Two or more	Total school
ITEM NO. 37					
Principals	M	1.56	1.58	1.38	3.00
	SD	1.15	1.08	1.15	0.0
	N	16	12	16	1
Special Education Teachers	M		1.61	1.54	1.81
	SD		1.27	1.20	1.18
	N		70	156	27
Regular Elementary Teachers	M	1.55	1.31	1.73	
	SD	1.18	1.21	1.31	
	N	38	35	55	
ITEM NO. 38					
Principals	M	1.31	1.75	1.81	2.00
	SD	1.20	1.14	1.42	0.0
	N	16	12	16	1
Special Education Teachers	M		1.20	1.06	1.37
	SD		1.23	1.10	1.28
	N		70	157	27
Regular Elementary Teachers	M	1.58	1.29	1.55	
	SD	1.24	1.23	1.44	
	N	38	35	55	
ITEM NO. 39					
Principals	M	0.56	0.83	0.50	1.00
	SD	0.81	0.83	0.73	0.0
	N	16	12	16	1
Special Education Teachers	M		0.84	0.75	0.81
	SD		1.07	0.85	0.92
	N		70	156	27
Regular Elementary Teachers	M	0.92	0.66	0.71	
	SD	1.10	0.97	0.92	
	N	38	35	55	

Table 112 (Continued)

Importance Rating Data on One Hundred Competency Items by Teachers and Principals According to Number of Special Classes in Building

ITEM NUMBER and Position		Number of Special Classes in Building			
		None	One	Two or more	Total school
ITEM NO. 40					
Principals	M	0.81	0.75	0.69	0.0
	SD	0.75	0.75	0.70	0.0
	N	16	12	16	1
Special Education Teachers	M		0.89	0.66	0.93
	SD		1.06	0.87	0.96
	N		70	155	27
Regular Elementary Teachers	M	1.05	0.57	0.60	
	SD	1.23	0.70	0.91	
	N	38	35	55	
ITEM NO. 41					
Principals	M	1.31	1.75	1.25	1.00
	SD	1.01	0.97	0.68	0.0
	N	16	12	16	1
Special Education Teachers	M		1.16	1.16	1.19
	SD		1.18	1.04	1.10
	N		68	155	26
Regular Elementary Teachers	M	1.34	1.29	1.38	
	SD	1.10	1.25	1.24	
	N	38	35	55	
ITEM NO. 42					
Principals	M	1.00	1.08	1.06	1.00
	SD	0.97	1.00	1.12	0.0
	N	16	12	16	1
Special Education Teachers	M		1.24	1.28	1.19
	SD		1.37	1.25	1.14
	N		70	157	27
Regular Elementary Teachers	M	1.53	1.20	1.16	
	SD	1.35	1.45	1.32	
	N	38	35	55	

Table 112 (Continued)

Importance Rating Data on One Hundred Competency Items by Teachers and Principals According to Number of Special Classes in Building

ITEM NUMBER and Position		Number of Special Classes in Building			
		None	One	Two or more	Total school
ITEM NO. 43					
Principals	M	0.75	0.83	0.63	1.00
	SD	0.77	0.58	1.02	0.0
	N	16	12	16	1
Special Education Teachers	M		0.88	0.81	0.81
	SD		1.02	0.99	1.00
	N		67	156	27
Regular Elementary Teachers	M	1.21	0.49	0.96	
	SD	1.36	0.66	1.05	
	N	38	35	55	
ITEM NO. 44					
Principals	M	0.88	1.33	1.25	1.00
	SD	0.81	0.65	1.24	0.0
	N	16	12	16	1
Special Education Teachers	M		1.26	1.38	1.59
	SD		1.18	1.21	1.15
	N		70	155	27
Regular Elementary Teachers	M	1.37	0.77	1.36	
	SD	1.17	0.97	1.18	
	N	38	35	55	
ITEM NO. 45					
Principals	M	0.81	1.58	1.44	2.00
	SD	1.22	1.44	1.36	0.0
	N	16	12	16	1
Special Education Teachers	M		1.26	1.40	1.81
	SD		1.32	1.27	1.14
	N		70	156	27
Regular Elementary Teachers	M	1.50	1.57	1.87	
	SD	1.39	1.31	1.32	
	N	38	35	55	

Table 112 (Continued)

Importance Rating Data on One Hundred Competency Items by Teachers and Principals According to Number of Special Classes in Building

ITEM NUMBER and Position		Number of Special Classes in Building			
		None	One	Two or more	Total school
ITEM NO. 46					
Principals	M	1.13	1.00	1.56	1.00
	SD	1.20	0.85	0.89	0.0
	N	16	12	16	1
Special Education Teachers	M		1.21	1.22	1.67
	SD		1.32	1.04	1.21
	N		70	156	27
Regular Elementary Teachers	M	1.34	1.21	1.55	
	SD	1.02	1.09	1.27	
	N	38	34	55	
ITEM NO. 47					
Principals	M	1.00	1.00	0.88	1.00
	SD	1.21	0.95	1.20	0.0
	N	16	12	16	1
Special Education Teachers	M		0.81	0.79	1.07
	SD		1.17	1.12	1.03
	N		70	156	27
Regular Elementary Teachers	M	1.18	0.82	0.78	
	SD	1.29	1.06	1.10	
	N	38	34	55	
ITEM NO. 48					
Principals	M	0.88	1.25	0.75	2.00
	SD	0.89	0.75	0.86	0.0
	N	16	12	16	1
Special Education Teachers	M		0.99	0.97	1.07
	SD		1.12	0.95	0.83
	N		70	157	27
Regular Elementary Teachers	M	1.24	0.74	0.98	
	SD	1.08	0.89	1.11	
	N	38	35	55	

Table 112 (Continued)

Importance Rating Data on One Hundred Competency Items by Teachers and Principals According to Number of Special Classes in Building

ITEM NUMBER and Position		Number of Special Classes in Building			
		None	One	Two or more	Total school
ITEM NO. 49					
Principals	M	0.88	1.50	1.06	1.00
	SD	0.96	1.00	0.85	0.0
	N	16	12	16	1
Special Education Teachers	M		1.04	0.88	0.74
	SD		1.08	0.91	0.71
	N		70	156	27
Regular Elementary Teachers	M	0.89	0.71	0.95	
	SD	1.09	0.72	1.01	
	N	38	34	55	
ITEM NO. 50					
Principals	M	0.56	0.75	0.75	2.00
	SD	0.89	0.75	0.86	0.0
	N	16	12	16	1
Special Education Teachers	M		0.75	0.79	0.52
	SD		1.06	1.10	0.64
	N		69	157	27
Regular Elementary Teachers	M	0.84	0.50	0.67	
	SD	1.13	0.90	1.11	
	N	38	34	55	
ITEM NO. 51					
Principals	M	1.19	0.62	1.00	3.00
	SD	0.91	0.65	1.32	0.0
	N	16	13	16	1
Special Education Teachers	M		1.00	1.03	0.96
	SD		0.99	1.00	1.16
	N		71	156	27
Regular Elementary Teachers	M	1.24	0.60	1.09	
	SD	1.32	0.91	1.27	
	N	38	35	55	

Table 112 (Continued)

Importance Rating Data on One Hundred Competency Items by Teachers and Principals According to Number of Special Classes in Building

ITEM NUMBER and Position		Number of Special Classes in Building			
		None	One	Two or more	Total school
ITEM NO. 52					
Principals	M	0.75	0.92	1.25	1.00
	SD	0.86	0.76	1.39	0.0
	N	16	13	16	1
Special Education Teachers	M		0.72	0.83	0.78
	SD		0.90	0.96	0.93
	N		71	156	27
Regular Elementary Teachers	M	0.82	0.49	0.64	
	SD	1.09	0.66	1.08	
	N	38	35	55	
ITEM NO. 53					
Principals	M	1.00	1.62	1.50	2.00
	SD	0.73	1.33	1.37	0.0
	N	16	13	16	1
Special Education Teachers	M		1.48	1.38	1.89
	SD		1.14	1.22	1.28
	N		71	156	27
Regular Elementary Teachers	M	1.66	1.23	1.36	
	SD	1.26	1.00	1.24	
	N	38	35	55	
ITEM NO. 54					
Principals	M	1.19	1.46	1.00	1.00
	SD	0.98	1.27	0.97	0.0
	N	16	13	16	1
Special Education Teachers	M		1.14	1.02	1.07
	SD		1.10	1.09	0.92
	N		71	157	27
Regular Elementary Teachers	M	1.45	1.14	0.89	
	SD	1.27	1.19	0.99	
	N	38	35	55	

Table 112 (Continued)

Importance Rating Data on One Hundred Competency Items by Teachers and Principals According to Number of Special Classes in Building

ITEM NUMBER and Position		Number of Special Classes in Building			
		None	One	Two or more	Total school
ITEM NO. 55					
Principals	M	0.88	1.15	1.44	0.0
	SD	0.81	0.90	1.15	0.0
	N	16	13	16	1
Special Education Teachers	M		0.80	0.83	0.85
	SD		0.90	1.03	0.82
	N		71	157	27
Regular Elementary Teachers	M	1.16	0.74	0.85	
	SD	1.41	0.99	1.04	
	N	38	34	55	
ITEM NO. 56					
Principals	M	1.00	1.00	0.94	1.00
	SD	0.89	1.00	0.77	0.0
	N	16	13	16	1
Special Education Teachers	M		0.94	0.90	0.96
	SD		1.10	1.02	0.90
	N		70	156	27
Regular Elementary Teachers	M	1.13	0.56	0.76	
	SD	1.19	0.79	0.94	
	N	38	34	55	
ITEM NO. 57					
Principals	M	1.06	1.46	0.88	2.00
	SD	1.12	1.05	1.09	0.0
	N	16	13	16	1
Special Education Teachers	M		0.97	0.73	0.81
	SD		1.22	0.88	0.92
	N		71	157	27
Regular Elementary Teachers	M	1.34	1.09	0.95	
	SD	1.34	1.04	0.97	
	N	38	35	55	

Table 112 (Continued)

Importance Rating Data on One Hundred Competency Items by Teachers and Principals According to Number of Special Classes in Building

ITEM NUMBER and Position		Number of Special Classes in Building			
		None	One	Two or more	Total school
ITEM NO. 58					
Principals	M	1.13	1.31	0.94	2.00
	SD	0.96	0.95	0.85	0.0
	N	16	13	16	1
Special Education Teachers	M		1.04	0.94	1.11
	SD		0.93	0.82	0.85
	N		71	156	27
Regular Elementary Teachers	M	1.21	0.74	0.95	
	SD	1.23	0.70	0.95	
	N	38	35	55	
ITEM NO. 59					
Principals	M	0.88	0.85	0.69	0.0
	SD	0.72	0.90	0.70	0.0
	N	16	13	16	1
Special Education Teachers	M		0.56	0.46	0.56
	SD		0.89	0.74	0.70
	N		71	156	27
Regular Elementary Teachers	M	1.16	0.43	0.40	
	SD	1.13	0.56	0.56	
	N	38	35	55	
ITEM NO. 60					
Principals	M	1.13	1.38	1.19	0.0
	SD	0.83	0.96	0.91	0.0
	N	15	13	16	1
Special Education Teachers	M		0.84	0.96	1.19
	SD		1.02	0.97	0.79
	N		70	157	27
Regular Elementary Teachers	M	1.24	0.77	0.73	
	SD	1.13	0.94	0.85	
	N	38	35	55	

Table 112 (Continued)

Importance Rating Data on One Hundred Competency Items by Teachers and Principals According to Number of Special Classes in Building

ITEM NUMBER and Position		Number of Special Classes in Building			
		None	One	Two or more	Total school
ITEM NO. 61					
Principals	M	1.06	1.54	1.00	0.0
	SD	0.77	0.97	1.03	0.0
	N	16	13	16	1
Special Education Teachers	M		0.99	0.88	1.11
	SD		0.96	0.91	0.80
	N		71	157	27
Regular Elementary Teachers	M	1.03	0.89	0.69	
	SD	1.00	0.93	0.88	
	N	38	35	55	
ITEM NO. 62					
Principals	M	1.25	1.62	0.81	1.00
	SD	1.13	1.04	0.66	0.0
	N	16	13	16	1
Special Education Teachers	M		1.03	1.00	1.00
	SD		1.13	0.93	0.80
	N		71	157	26
Regular Elementary Teachers	M	1.11	0.86	0.73	
	SD	1.18	0.91	0.93	
	N	38	35	55	
ITEM NO. 63					
Principals	M	0.81	1.23	0.50	1.00
	SD	0.66	1.01	0.63	0.0
	N	16	13	16	1
Special Education Teachers	M		0.76	0.77	0.89
	SD		0.92	0.78	0.93
	N		70	154	27
Regular Elementary Teachers	M	1.05	0.69	0.65	
	SD	1.21	0.83	0.84	
	N	38	35	55	

Table 112 (Continued)

Importance Rating Data on One Hundred Competency Items by Teachers and Principals According to Number of Special Classes in Building

ITEM NUMBER and Position		Number of Special Classes in Building			
		None	One	Two or more	Total school
ITEM NO. 64					
Principals	M	0.69	1.31	0.88	1.00
	SD	0.60	1.18	1.02	0.0
	N	16	13	16	1
Special Education Teachers	M		0.80	0.78	1.15
	SD		0.89	0.96	0.99
	N		71	156	27
Regular Elementary Teachers	M	1.21	0.74	0.87	
	SD	1.19	0.86	0.93	
	N	38	34	54	
ITEM NO. 65					
Principals	M	1.06	1.15	0.93	0.0
	SD	0.77	1.07	0.70	0.0
	N	16	13	15	1
Special Education Teachers	M		1.08	1.15	1.07
	SD		1.17	1.03	1.14
	N		71	156	27
Regular Elementary Teachers	M	1.53	0.69	1.00	
	SD	1.35	0.76	1.04	
	N	38	35	55	
ITEM NO. 66					
Principals	M	0.81	1.23	0.75	1.00
	SD	0.75	0.93	0.68	0.0
	N	16	13	16	1
Special Education Teachers	M		0.92	0.84	0.89
	SD		1.01	0.92	1.01
	N		71	156	27
Regular Elementary Teachers	M	1.08	0.54	0.63	
	SD	1.10	0.74	0.85	
	N	38	35	54	

Table 112 (Continued)

Importance Rating Data on One Hundred Competency Items by Teachers and Principals According to Number of Special Classes in Building

ITEM NUMBER and Position		Number of Special Classes in Building			
		None	One	Two or more	Total school
ITEM NO. 67					
Principals	M	1.06	1.00	0.88	1.00
	SD	0.85	0.91	0.81	0.0
	N	16	13	16	1
Special Education Teachers	M		1.10	1.12	1.00
	SD		1.16	1.05	1.00
	N		71	155	27
Regular Elementary Teachers	M	1.29	0.86	0.91	
	SD	1.27	0.91	1.12	
	N	38	35	54	
ITEM NO. 68					
Principals	M	0.81	1.23	0.63	1.00
	SD	0.66	1.09	0.81	0.0
	N	16	13	16	1
Special Education Teachers	M		1.01	1.06	1.41
	SD		0.98	0.97	1.22
	N		71	156	27
Regular Elementary Teachers	M	1.16	0.74	0.75	
	SD	1.05	0.75	0.95	
	N	38	34	55	
ITEM NO. 69					
Principals	M	1.19	1.08	1.19	1.00
	SD	0.83	0.95	0.91	0.0
	N	16	13	16	1
Special Education Teachers	M		0.92	0.83	0.85
	SD		0.94	0.87	0.95
	N		71	156	27
Regular Elementary Teachers	M	1.22	0.54	0.58	
	SD	1.08	0.78	0.81	
	N	37	35	55	

Table 112 (Continued)

Importance Rating Data on One Hundred Competency Items by Teachers and Principals According to Number of Special Classes in Building

ITEM NUMBER and Position		Number of Special Classes in Building			
		None	One	Two or more	Total school
ITEM NO. 70					
Principals	M	1.13	1.31	0.81	1.00
	SD	0.96	0.75	0.83	0.0
	N	16	13	16	1
Special Education Teachers	M		1.18	0.91	1.33
	SD		1.06	0.90	1.04
	N		71	157	27
Regular Elementary Teachers	M	1.47	1.06	1.04	
	SD	1.41	0.95	1.09	
	N	38	34	55	
ITEM NO. 71					
Principals	M	0.81	0.92	0.94	1.00
	SD	0.75	0.86	0.77	0.0
	N	16	13	16	1
Special Education Teachers	M		1.03	0.97	1.30
	SD		1.08	0.93	0.95
	N		70	156	27
Regular Elementary Teachers	M	1.13	0.97	0.72	
	SD	1.19	1.07	0.82	
	N	38	35	53	
ITEM NO. 72					
Principals	M	0.69	115	1.38	1.00
	SD	0.95	0.99	1.15	0.0
	N	16	13	16	1
Special Education Teachers	M		1.01	0.89	1.22
	SD		1.11	0.89	1.05
	N		71	156	27
Regular Elementary Teachers	M	1.18	0.80	0.93	
	SD	1.20	1.11	0.96	
	N	38	35	55	

Table 112 (Continued)

Importance Rating Data on One Hundred Competency Items by Teachers and Principals According to Number of Special Classes in Building

ITEM NUMBER and Position		Number of Special Classes in Building			
		None	One	Two or more	Total school
ITEM NO. 73					
Principals	M	0.50	0.69	0.75	1.00
	SD	0.63	0.48	0.93	0.0
	N	16	13	16	1
Special Education Teachers	M		0.83	0.59	0.89
	SD		1.08	0.83	1.01
	N		70	156	27
Regular Elementary Teachers	M	0.74	0.49	0.55	
	SD	0.95	0.74	0.79	
	N	38	35	55	
ITEM NO. 74					
Principals	M	0.75	0.69	0.69	1.00
	SD	1.13	0.63	0.70	0.0
	N	16	13	16	1
Special Education Teachers	M		0.72	0.62	0.78
	SD		0.99	0.86	0.89
	N		71	155	27
Regular Elementary Teachers	M	0.66	0.43	0.42	
	SD	0.97	0.78	0.66	
	N	38	35	55	
ITEM NO. 75					
Principals	M	0.67	1.08	0.94	2.00
	SD	0.82	0.64	0.77	0.0
	N	15	13	16	1
Special Education Teachers	M		0.92	0.82	1.11
	SD		1.05	0.97	1.09
	N		71	156	27
Regular Elementary Teachers	M	0.87	0.71	0.75	
	SD	1.12	0.83	1.00	
	N	38	35	55	

Table 112 (Continued)

Importance Rating Data on One Hundred Competency Items by Teachers and Principals According to Number of Special Classes in Building

ITEM NUMBER and Position		Number of Special Classes in Building			
		None	One	Two or more	Total school
ITEM NO. 76					
Principals	M	0.69	1.23	1.06	1.00
	SD	1.08	1.01	0.93	0.0
	N	16	13	16	1
Special Education Teachers	M		1.13	0.91	0.89
	SD		1.13	1.00	0.97
	N		71	157	27
Regular Elementary Teachers	M	1.21	1.03	0.91	
	SD	1.19	1.01	1.02	
	N	38	35	55	
ITEM NO. 77					
Principals	M	0.88	0.77	0.75	1.00
	SD	0.89	0.83	0.68	0.0
	N	16	13	16	1
Special Education Teachers	M		1.03	0.90	1.04
	SD		1.00	0.82	0.98
	N		71	156	27
Regular Elementary Teachers	M	0.95	0.89	0.95	
	SD	1.08	0.93	0.95	
	N	37	35	55	
ITEM NO. 78					
Principals	M	0.75	1.15	0.75	1.00
	SD	0.86	0.55	0.68	0.0
	N	16	13	16	1
Special Education Teachers	M		1.16	0.91	0.93
	SD		1.04	0.98	0.87
	N		70	157	27
Regular Elementary Teachers	M	1.03	0.86	0.95	
	SD	1.24	0.97	1.03	
	N	38	35	55	

Table 112 (Continued)

Importance Rating Data on One Hundred Competency Items by Teachers and Principals According to Number of Special Classes in Building

ITEM NUMBER and Position		Number of Special Classes in Building			
		None	One	Two or more	Total school
ITEM NO. 79					
Principals	M	0.75	0.85	0.94	1.00
	SD	0.93	0.55	1.18	0.0
	N	16	13	16	1
Special Education Teachers	M		0.91	0.73	0.78
	SD		0.97	0.87	0.85
	N		70	157	27
Regular Elementary Teachers	M	1.45	1.09	0.89	
	SD	1.20	1.09	0.87	
	N	38	35	53	
ITEM NO. 80					
Principals	M	0.63	0.85	0.88	1.00
	SD	0.81	0.69	1.15	0.0
	N	16	13	16	1
Special Education Teachers	M		1.00	0.80	0.74
	SD		0.96	0.99	0.90
	N		71	156	27
Regular Elementary Teachers	M	1.21	0.69	0.82	
	SD	1.34	1.02	0.98	
	N	38	35	55	
ITEM NO. 81					
Principals	M	1.25	1.69	1.56	2.00
	SD	0.93	1.32	1.46	0.0
	N	16	13	16	1
Special Education Teachers	M		1.66	1.59	1.48
	SD		1.31	1.28	1.25
	N		71	157	27
Regular Elementary Teachers	M	1.84	1.44	1.56	
	SD	1.48	1.02	1.13	
	N	38	34	55	

Table 112 (Continued)

Importance Rating Data on One Hundred Competency Items by Teachers and Principals According to Number of Special Classes in Building

ITEM NUMBER and Position		Number of Special Classes in Building			
		None	One	Two or more	Total school
ITEM NO. 82					
Principals	M	1.06	1.23	0.69	1.00
	SD	0.77	0.60	0.95	0.0
	N	16	13	16	1
Special Education Teachers	M		0.69	0.73	0.93
	SD		0.79	0.85	1.21
	N		71	157	27
Regular Elementary Teachers	M	1.03	0.51	0.65	
	SD	1.13	0.70	0.80	
	N	38	35	55	
ITEM NO. 83					
Principals	M	1.44	1.54	1.25	1.00
	SD	0.96	1.13	1.44	0.0
	N	16	13	16	1
Special Education Teachers	M		1.13	1.25	1.63
	SD		1.24	1.34	1.33
	N		71	155	27
Regular Elementary Teachers	M	1.37	0.69	1.31	
	SD	1.34	0.99	1.35	
	N	38	35	55	
ITEM NO. 84					
Principals	M	0.75	1.46	1.44	1.00
	SD	0.77	0.88	0.81	0.0
	N	16	13	16	1
Special Education Teachers	M		0.97	1.08	1.15
	SD		0.86	1.03	1.26
	N		71	157	27
Regular Elementary Teachers	M	1.05	0.89	1.09	
	SD	1.14	0.96	1.02	
	N	38	35	55	

Table 112 (Continued)

Importance Rating Data on One Hundred Competency Items by Teachers and Principals According to Number of Special Classes in Building

ITEM NUMBER and Position		Number of Special Classes in Building			
		None	One	Two or more	Total school
ITEM NO. 85					
Principals	M	0.75	0.85	1.50	4.00
	SD	1.00	0.80	1.26	0.0
	N	16	13	16	1
Special Education Teachers	M		0.93	0.85	1.15
	SD		1.06	1.18	1.29
	N		71	157	27
Regular Elementary Teachers	M	0.84	0.71	0.95	
	SD	1.17	1.07	1.13	
	N	38	35	55	
ITEM NO. 86					
Principals	M	0.63	1.23	1.25	3.00
	SD	0.62	1.01	1.06	0.0
	N	16	13	16	1
Special Education Teachers	M		0.99	0.98	1.30
	SD		1.06	0.94	1.17
	N		71	156	27
Regular Elementary Teachers	M	1.24	0.76	1.09	
	SD	1.30	0.85	1.11	
	N	38	34	55	
ITEM NO. 87					
Principals	M	0.69	1.15	0.69	2.00
	SD	0.60	0.80	0.60	0.0
	N	16	13	16	1
Special Education Teachers	M		0.75	0.74	0.67
	SD		0.86	0.77	0.73
	N		71	154	27
Regular Elementary Teachers	M	1.11	0.79	0.76	
	SD	0.98	0.77	0.74	
	N	38	34	55	

Table 112 (Continued)

Importance Rating Data on One Hundred Competency Items by Teachers and Principals According to Number of Special Classes in Building

ITEM NUMBER and Position		Number of Special Classes in Building			
		None	One	Two or more	Total school
ITEM NO. 88					
Principals	M	0.56	1.23	0.75	1.00
	SD	0.73	1.09	0.68	0.0
	N	16	13	16	1
Special Education Teachers	M		0.48	0.44	0.74
	SD		0.77	0.81	1.06
	N		71	156	27
Regular Elementary Teachers	M	0.82	0.54	0.56	
	SD	1.11	0.78	0.71	
	N	38	35	55	
ITEM NO. 89					
Principals	M	0.31	1.08	0.69	1.00
	SD	0.48	1.04	0.70	0.0
	N	16	13	16	1
Special Education Teachers	M		0.47	0.43	0.78
	SD		0.83	0.65	1.01
	N		70	157	27
Regular Elementary Teachers	M	0.84	0.54	0.60	
	SD	0.97	0.66	0.97	
	N	38	35	55	
ITEM NO. 90					
Principals	M	0.44	1.38	0.63	1.00
	SD	0.81	0.96	0.72	0.0
	N	16	13	16	1
Special Education Teachers	M		0.64	0.77	0.74
	SD		0.76	0.83	0.81
	N		70	152	27
Regular Elementary Teachers	M	0.92	0.76	0.75	
	SD	1.05	0.96	0.87	
	N	38	34	55	

Table 112 (Continued)

Importance Rating Data on One Hundred Competency Items by Teachers and Principals According to Number of Special Classes in Building

ITEM NUMBER and Position		Number of Special Classes in Building			
		None	One	Two or more	Total school
ITEM NO. 91					
Principals	M	1.38	1.54	1.63	0.0
	SD	1.41	0.88	1.36	0.0
	N	16	13	16	1
Special Education Teachers	M		1.31	1.30	1.63
	SD		1.26	1.24	1.31
	N		71	157	27
Regular Elementary Teachers	M	1.79	1.20	1.80	
	SD	1.26	1.21	1.30	
	N	38	35	55	
ITEM NO. 92					
Principals	M	0.81	1.23	1.38	2.00
	SD	0.98	0.83	1.15	0.0
	N	16	13	16	1
Special Education Teachers	M		0.83	0.80	0.78
	SD		0.98	0.94	0.93
	N		70	157	27
Regular Elementary Teachers	M	1.14	0.49	0.67	
	SD	1.16	0.61	0.77	
	N	37	35	55	
ITEM NO. 93					
Principals	M	0.50	0.77	1.13	1.00
	SD	0.52	0.60	0.89	0.0
	N	16	13	16	1
Special Education Teachers	M		0.58	0.47	0.67
	SD		1.05	0.77	0.96
	N		71	157	27
Regular Elementary Teachers	M	1.05	0.40	0.56	
	SD	1.18	0.69	0.81	
	N	38	35	55	

Table 112 (Continued)

Importance Rating Data on One Hundred Competency Items by Teachers and Principals According to Number of Special Classes in Building

ITEM NUMBER and Position		Number of Special Classes in Building			
		None	One	Two or more	Total school
ITEM NO. 94					
Principals	M	0.53	1.08	1.00	1.00
	SD	0.74	0.64	0.73	0.0
	N	15	13	16	1
Special Education Teachers	M		0.63	0.76	0.78
	SD		0.87	0.89	0.97
	N		71	156	27
Regular Elementary Teachers	M	1.05	0.57	1.00	
	SD	1.25	0.78	1.14	
	N	38	35	55	
ITEM NO. 95					
Principals	M	0.69	1.08	0.81	1.00
	SD	0.95	0.76	0.54	0.0
	N	16	13	16	1
Special Education Teachers	M		0.68	0.71	0.70
	SD		0.92	0.80	1.03
	N		71	156	27
Regular Elementary Teachers	M	1.05	0.68	0.71	
	SD	1.04	0.68	0.74	
	N	38	34	55	
ITEM NO. 96					
Principals	M	1.19	1.77	1.50	2.00
	SD	1.17	1.17	1.03	0.0
	N	16	13	16	1
Special Education Teachers	M		1.45	1.28	1.52
	SD		1.12	1.09	1.16
	N		71	156	27
Regular Elementary Teachers	M	1.55	1.24	1.44	
	SD	1.13	1.23	1.00	
	N	38	33	55	

Table 112 (Continued)

Importance Rating Data on One Hundred Competency Items by Teachers and Principals According to Number of Special Classes in Building

ITEM NUMBER and Position		Number of Special Classes in Building			
		None	One	Two or more	Total school
ITEM NO. 97					
Principals	M	0.31	0.85	0.44	0.0
	SD	0.60	0.80	0.81	0.0
	N	16	13	16	1
Special Education Teachers	M		0.73	0.55	0.63
	SD		1.01	0.87	0.84
	N		71	156	27
Regular Elementary Teachers	M	0.89	0.71	0.31	
	SD	1.17	1.14	0.66	
	N	37	34	55	
ITEM NO. 98					
Principals	M	0.88	1.08	0.44	0.0
	SD	0.96	0.76	1.03	0.0
	N	16	13	16	1
Special Education Teachers	M		0.65	0.62	0.78
	SD		0.93	0.87	1.01
	N		71	156	27
Regular Elementary Teachers	M	1.00	0.71	0.51	
	SD	1.14	0.99	0.77	
	N	38	35	55	
ITEM NO. 99					
Principals	M	0.38	0.69	0.13	1.00
	SD	0.81	0.85	0.34	0.0
	N	16	13	16	1
Special Education Teachers	M		0.32	0.35	0.33
	SD		0.71	0.59	0.68
	N		71	155	27
Regular Elementary Teachers	M	0.63	0.26	0.31	
	SD	1.02	0.51	0.66	
	N	38	35	55	

Table 112 (Continued)

Importance Rating Data on One Hundred Competency Items by Teachers and Principals According to Number of Special Classes in Building

ITEM NUMBER and Position		Number of Special Classes in Building			
		None	One	Two or more	Total school
ITEM NO. 100					
Principals	M	0.63	1.08	0.63	1.00
	SD	0.81	0.95	0.62	0.0
	N	16	13	16	1
Special Education Teachers	M		0.79	0.72	0.89
	SD		0.97	0.83	1.19
	N		71	155	27
Regular Elementary Teachers	M	0.84	0.57	0.62	
	SD	0.86	0.95	0.85	
	N	38	35	55	

essential to determine as accurately as possible the types of experience which work best in developing selected skills. While a module will not be totally a field-based or on-campus type, some differentiation in the training activities can be made. A breakdown of items by trainability is represented in Table 113 according to the position of respondents.

Table 113

Distribution of Competency Statements According to Trainability by Position of Respondent

Position	Trainability						
	OC	JT	SG	OC and JT	OC and SG	JT and SG	OC,JT, and SG
Superintendent	27	18	7	22	3	7	16
Psychologist	18	42	4	24	0	10	2
Principal	12	58	3	13	0	13	1
Curriculum Consultant	19	23	1	30	3	4	20
Speech and/or Hearing Clinician	14	62	2	15	0	7	0
Special Education Consultant	12	57	3	15	1	4	8
Director of Special Education	13	39	3	22	3	5	11
Special Education Teacher	12	74	5	8	0	1	0
Regular Elementary Teacher	10	83	2	4	0	1	0
Administrator (Principal, Superintendent, or Director of Special Education)	19	57	2	12	0	10	0
Teacher (Special Education or Regular Elementary)	10	79	3	5	0	3	0
Total Sample	15	76	3	3	0	3	0

While the proportion of items in the trainability categories varies by position, there is a clear trend toward perceiving most competency items as being within the on-the-job-training realm. This emphasis on an experimental setting is extremely important in the development of modules. Table 114 presents a summary of the items according to trainability as judged by the total sample. The number of items per trainability category is presented by level of importance.

Table 114

Comparison of Trainability and Importance Ratings of Competency Statements by Total Sample

Importance Quartile*	Trainability Ratings				
	OC	JT	SG	OC and JT	JT and SG
Fourth Quartile	3	17	2	1	2
Third Quartile	2	22	0	1	0
Second Quartile	7	18	0	0	0
First Quartile	3	19	1	1	1
Total	15	76	3	3	3

* Based on a rank ordering of items by importance

Tables 115-117 include similar data by subgroups. It should be noted that 76 items were rated by the total sample as falling into the "on the job" category. This rating reflects a major interest in more field-based training and necessitates the structuring of modules which take advantage of situational variables. At the same time, it suggests that the training model employed must be sufficiently flexible to allow for field experience.

Table 115

Comparison of Trainability and Importance Ratings of Competency Statements by Curriculum Consultants

Importance Quartile*	Trainability Ratings						
	OC	JT	SG	OC and JT	OC and SG	JT and SG	OC, JT, and SG
Fourth Quartile	7	3	1	10	2	0	2
Third Quartile	7	6	0	9	0	2	1
Second Quartile	3	6	0	5	0	0	11
First Quartile	2	8	0	6	1	2	6
Total	19	23	1	30	3	4	20

* Based on rank ordering of items by importance

Table 116

Comparison of Trainability and Importance Ratings of Competency Statements by Teachers

Importance Quartile*	Trainability Ratings				
	OC	JT	SG	OC and JT	JT and SG
Fourth Quartile	2	18	2	1	2
Third Quartile	1	23	0	1	0
Second Quartile	4	20	0	1	0
First Quartile	3	18	1	2	1
Total	10	79	3	5	3

* Based on a rank ordering of items by importance

Table 117

Comparison of Trainability and Importance Ratings of Competency Statements by Administrators

Importance Quartile*	Trainability Ratings				
	OC	JT	SG	OC and JT	JT and SG
Fourth Quartile	7	10	1	5	2
Third Quartile	3	15	1	4	2
Second Quartile	8	14	0	1	2
First Quartile	1	18	0	2	4
Total	19	57	2	12	10

* Based on a rank ordering of items by importance

Summary:

The item data served as the basis for the clustering process reported in the subsequent section of this chapter. The analysis of item data yielded information on the relative importance of competencies, the perceptions of public school personnel by position, and guidelines for decisions regarding how such competencies might be developed most efficiently by trainees. Although the descriptive information reported by items is important to the module development process, the item data become most useable when organized into relevant clusters. While it might be feasible to pursue module development solely on the basis of item data, for purposes of training, clustering contributes to efficiency in structuring modules.

Part II. Competency Data by Cluster

The procedure employed in the derivation of the competency clusters was detailed in Chapter III. As previously noted, the primary purpose of clustering the 100 individual competency items was to organize the data into a more manageable form prior to specification of a training model. It is apparent from both inspection of and introspection in regard to the competency items, that some degree of overlap would maintain in the execution of training procedures. For example, several generic skills denoting competency in curriculum evaluation are essential components underlying at least 5 of the 100 items. The clustering of items should serve to circumvent this difficulty by providing an efficient and meaningful framework in which to generate maximally effective training modules, while minimizing the anticipated redundancy in training.

Figure 4 presents the outcome of the clustering procedure by indicating the resulting cell placement of each competency statement. Employing agreement by four out of seven judges as criterion allowed 90 of the 100 competency statements (90%) to be assigned unequivocally in the function-context matrix. Inspection of this figure provides several observations of immediate relevance to the training program and to module development in particular. For example, 39 competency statements (39%) were encompassed in only 5 matrix cells (20%). It would appear that these training dimensions must be considered of disproportionately high priority in designing the training program; i.e., developing curriculum, training instruction, advising instruction, evaluating materials and media, and liaison in communication processes. Similarly, judges clustered a total of 8 competency statements (8%) within the 10 matrix cells (40%) least frequently assigned competency items. While this does not necessarily mitigate the importance of these items to the total training program, it does imply modules less extensive in scope.

Tables 118-137 detail the composition of each of the resulting 20 clusters, including specific competency statements, importance means, and trainability rating for each item.

Table 138 lists the remaining 10 items not achieving criterion for cluster placement with the associated competency mean and trainability rating. It should be noted that the lack of consensus among judges in terms of training dimensions for these ten items is in no way related to item importance or trainability rating. Thus, rather than suggest exclusion from the training program, these data highlight the importance of individualized consideration by project staff in incorporating these items in module development.

As seen in Figure 4, the clustering procedure resulted in competency items being represented in 20 of the 25 matrix cells. Categorizing competency statements into these discrete clusters permits determination of the relative importance attributed by the initial 587 respondents to individual items within their function by context designations. Column 3

FUNCTIONS	CONTEXT: Curriculum	Instruction	Materials and Media	Communication Processes	Support Systems
Evaluating	1, 4, 6, 18, 86	27, 44, 45, 85	53, 54, 55, 60, 68	81, 91, 96, 97, 98	20, 72, 74, 92
Developing	2, 7, 8, 9, 10, 11, 12, 15, 17, 90, 99	19, 26, 52, 100	61, 64	93, 95	73, 75
Training		28, 30, 32, 33, 34, 35, 48, 50	39, 56, 62, 63, 66, 69	36	
Advising	3, 5, 25	37, 40, 41, 42, 46, 47, 49, 51	57, 59, 67, 70	84	21, 38, 82
Serving as Liaison				71, 78, 79, 80, 88, 89	14, 23, 77, 87, 94

Figure 1. Competency statement item numbers in function-context design cells resulting from consensus criterion of four of seven judges.

Table 118

Evaluating / Curriculum Cluster Data:
Competency Statements, Competency Importance Means, and Trainability Ratings

Item No.	Competency	Competency Importance Mean	Trainability Rating
4	Assessing present curriculum(s) to identify areas needing revision.	0.24	JT
18	Assessing the extent to which a curriculum project has been successful in translating general curriculum goals into actual classroom practices and procedures.	0.44	JT
1	Predicting effects which will probably result from specific curriculum changes.	0.50	JT
86	Identifying persons with specific curriculum development skills (e.g., writing, sequencing, selecting materials).	1.01	JT
6	Determining the application of curriculum guides developed by other districts to his own school district.	1.27	JT

Table 119

Evaluating / Instruction Cluster Data:
Competency Statements, Competency Importance Means, and Trainability Ratings

Item No.	Competency	Competency Importance Mean	Trainability Rating
85	Selecting personnel skilled to assume specific roles in the instructional program.	0.90	JT
27	Implementing varied evaluative techniques for assessing teacher effectiveness (e.g., peer-evaluation, observational techniques, self-appraisal scales).	1.09	OC/JT
44	Identifying the nature of teacher-pupil and pupil-pupil interaction in a classroom.	1.24	JT
45	Assessing teacher performance in classroom management.	1.38	JT

Table 120

Evaluating / Materials and Media Cluster Data:
Competency Statements, Competency Importance Means, and Trainability Ratings

Item No.	Competency	Competency Importance Mean	Trainability Rating
55	Evaluating and selecting materials in accordance with the financial resources of the school.	0.90	JT
68	Identifying the curriculum objectives which can be attained through the use of instructional media.	0.95	OC
60	Evaluating the potential and actual services provided by resource materials centers.	0.98	JT
54	Identifying the problems that teachers encounter in the selection and acquisition of materials.	1.10	JT
53	Assessing the ability of teachers to select and use instructional materials.	1.36	JT

Table 121

Evaluating / Communication Processes Cluster Data:
Competency Statements, Competency Importance Means, and Trainability Ratings

Item No.	Competency	Competency Importance Mean	Trainability Rating
97	Assessing his own knowledge and skills, i.e., self-appraisal.	0.53	SG
98	Evaluating the effectiveness of his interaction with district personnel.	0.65	SG
96	Identifying nature and extent of interaction among educational personnel.	1.37	JT/SG
91	Interpreting the structure of the school district (job responsibilities and functions, lines of authority, power structure, lines of communication).	1.42	JT
81	Identifying the informal power structure of the community.	1.57	SG

Table 122

Evaluating / Support Systems Cluster Data:
Competency Statements, Competency Importance Means, and Trainability Ratings

Item No.	Competency	Competency Importance Mean	Trainability Rating
74	Identifying the problems common to teachers of the district that can be approached through in-service programs.	0.62	JT
92	Identifying school policies in need of revision to allow greater teacher participation in decision-making on curriculum practices.	0.90	JT
72	Evaluating in-service training programs.	0.93	JT
20	Conducting research activities on curriculum and instruction.	1.19	OC

Table 123

Developing / Curriculum Cluster Data:
Competency Statements, Competency Importance Means, and Trainability Ratings

Item No.	Competency	Competency Importance Mean	Trainability Rating
2	Developing a model or plan of action for resolving curriculum problems.	0.31	OC/JT
99	Serving as a leader (providing direction) in curriculum development activities.	0.34	JT/SG
10	Incorporating into the development of curriculum the knowledge of how exceptional children develop and mature.	0.36	OC
17	Formulating curriculum priorities in relation to available financial resources.	0.62	JT
11	Formulating specific program objectives that will be compatible with the general aims and objectives of the school district.	0.65	JT
9	Translating the objectives and expectations of the school into curriculum guidelines.	0.67	JT
15	Coordinating the use of funds allocated for curriculum development activities.	0.68	JT
8	Integrating information regarding community characteristics (e.g., socio-economic information) into the development of curriculum.	0.72	JT
90	Recruiting and coordinating the efforts of instructional personnel in major curriculum development activities.	0.77	JT
7	Coordinating the development and production of local curriculum documents.	0.89	JT
12	Applying basic principles of curriculum development and educational theory.	0.93	OC

Table 124

Developing / Instruction Cluster Data:
Competency Statements, Competency Importance Means, and Trainability Ratings

Item No.	Competency	Competency Importance Mean	Trainability Rating
26	Designing evaluation procedures which identify the strengths and weaknesses of a total instructional program.	0.60	OC
19	Adapting innovative elements of regular education practices (e.g., scheduling or grouping techniques) to programs for exceptional children.	0.69	JT
100	Converting information obtained from professional literature and conferences into instructional practices.	0.71	JT
52	Developing teaching activities which accomplish specific instructional goals (e.g., reading readiness, auditory discrimination, etc.).	0.78	OC

Table 125

Developing / Materials and Media Cluster Data:
Competency Statements, Competency Importance Means, and Trainability Ratings

Item No.	Competency	Competency Importance Mean	Trainability Rating
64	Developing a sequential and coordinated utilization of materials among the instructional staff.	0.87	JT
61	Assisting in the establishment or revision of a local resource materials center.	0.96	JT

Table 126

Developing / Communication Processes Cluster Data:
Competency Statements, Competency Importance Means, and Trainability Ratings

Item No.	Competency	Competency Importance Mean	Trainability Rating
93	Developing procedures which allow for teacher participation in decisions regarding materials and equipment acquisition, development of curriculum, and in-service.	0.64	JT
95	Developing situations (e.g., individual conferences, staff meetings, etc.) which enhance communication in curriculum development activities.	0.76	JT

Table 127

Developing / Support Systems Cluster Data:
Competency Statements, Competency Importance Means, and Trainability Ratings

Item No.	Competency	Competency Importance Mean	Trainability Rating
73	Developing a system for in-service training that will insure communication, cooperation, evaluation, and use of feedback to modify goals.	0.61	JT
75	Developing identified problem areas into a logical sequence of topics and content for in-service programs.	0.82	JT

Table 128

Training / Instruction Cluster Data:
Competency Statements, Competency Importance Means, and Trainability Ratings

Item No.	Competency	Competency Importance Mean	Trainability Rating
34	Assisting teachers in using a diagnostic and prescriptive approach to a child's specific learning problem.	0.66	OC
50	Training teachers to translate their observations of pupil behavior into meaningful instruction.	0.69	JT
30	Assisting teachers in developing and using knowledge and skill inventories in evaluating instruction.	0.84	JT
28	Training teachers to independently resolve their own instructional problems.	0.93	JT
48	Aiding teachers in developing their own pupil evaluative techniques.	0.95	JT
32	Assisting teachers in applying task analysis principles to instruction.	1.06	OC
35	Training teachers in directing the work of classroom aides or helpers.	1.38	JT
33	Assisting teachers in planning specific lessons.	1.62	JT

Table 129

Training / Materials and Media Cluster Data:
Competency Statements, Competency Importance Means, and Trainability Ratings

Item No.	Competency	Competency Importance Mean	Trainability Rating
39	Assisting teachers in adaptation of materials and methods according to specific learning characteristics.	0.72	OC/JT
63	Assisting teachers in the adaptation of available materials to accomplish an instructional goal.	0.77	JT
69	Assisting teachers with the integration of newer technologies (e.g., educational television) into the instructional program.	0.83	JT
66	Assisting teachers in selecting instructional media devices that best fit their classroom needs and characteristics.	0.84	JT
56	Training teachers in the selection and use of materials to produce an integrated and coordinated classroom program.	0.86	JT
62	Instructing teachers in the use of the services offered by a resource materials center.	0.99	JT
65	Assisting teachers in the development and use of teacher-made instructional devices and materials.	1.08	JT

Table 130

Training/Communication Processes Cluster Data:
Competency Statements, Competency Importance Means, and Trainability Ratings

Item No.	Competency	Competency Importance Mean	Trainability Rating
36	Instructing teachers in the techniques of counseling parents and parent conferences.	1.18	JT

Table 131

Advising / Curriculum Cluster Data:
Competency Statements, Competency Importance Means, and Trainability Ratings

Item No.	Competency	Competency Importance Mean	Trainability Rating
3	Serving as an advisor to administrators regarding curriculum needs and changes.	0.31	JT
5	Creating recommendations based on the problems identified in the process of developing curriculum.	0.45	JT
25	Recommending relevant professional literature regarding curriculum practices applicable to exceptional children.	0.92	OC

Table 132

Advising / Instruction Cluster Data:
Competency Statements, Competency Importance Means, and Trainability Ratings

Item No.	Competency	Competency Importance Mean	Trainability Rating
40	Encouraging teachers to experiment with different instructional approaches (e.g., unit approach, etc.) to meet curriculum objectives.	0.71	JT
47	Interpreting reports and results from measurement on children (e.g., medical reports, psychological studies, diagnostic tests).	0.90	OC
49	Recommending tests appropriate to assessment of pupil performance in a given content area.	0.93	OC
51	Demonstrating teaching activities for specific instructional objectives.	1.02	JT
42	Demonstrating good teaching methodology to a teacher in her setting.	1.22	JT
41	Disseminating teaching ideas and "tricks of the trade."	1.24	JT
46	Explaining theories and techniques of behavior management systems to educational personnel.	1.26	OC
37	Assisting teachers in effective use of classroom space and environment.	1.54	JT

Table 133

Advising / Materials and Media Cluster Data:
Competency Statements, Competency Importance Means, and Trainability Ratings

Item No.	Competency	Competency Importance Mean	Trainability Rating
59	Providing the instructional staff with a continuing source of information regarding materials and media.	0.60	JT
57	Advising administrators on acquisition of classroom equipment, supplies, and materials.	0.95	JT
70	Providing administrators with a rationale for the implementation of a particular type of media or technology.	1.03	JT
67	Aiding teachers in utilizing instructional media in their classrooms.	1.04	JT

Table 134

Advising/Communication Processes Cluster Data:
Competency Statements, Competency Importance Means, and Trainability Ratings

Item No.	Competency	Competency Importance Mean	Trainability Rating
84	Serving in an advisory capacity to special interest parent groups (e.g., to local Association for Retarded Children).	1.10	JT

Table 135

Advising / Support Systems Cluster Data:
Competency Statements, Competency Importance Means, and Trainability Ratings

Item No.	Competency	Competency Importance Mean	Trainability Rating
82	Advising teachers and administrators regarding the use of agencies and services in the community which can assist with educational problems.	0.80	JT
38	Serving as advisor to administrators regarding space needs, physical plant requirements and modifications.	1.28	JT
21	Advising administrators on the need for district involvement in research activities.	1.31	JT

Table 136

Serving as Liaison / Communication Processes Cluster Data:
Competency Statements, Competency Importance Means, and Trainability Ratings

Item No.	Competency	Competency Importance Mean	Trainability Rating
89	Serving as an effective spokesman for teachers on curriculum ideas and instructional needs.	0.58	JT
88	Eliciting and listening receptively to ideas presented from all personnel about curriculum content and needed revisions.	0.59	JT/SG
80	Utilizing public relations approaches to facilitate school-community interaction.	0.88	JT
79	Communicating with state department personnel (directors and consultants) regarding the local program.	0.89	JT
71	Communicating the rationale and structure of an in-serivce program to educational personnel.	0.95	JT
78	Transmitting information regarding the curriculum priorities and innovative practices of the school to professional and lay groups.	0.97	JT

Table 137

Serving as Liaison / Support Systems Cluster Data:
Competency Statements, Competency Importance Means, and Trainability Ratings

Item No.	Competency	Competency Importarce Mean	Train-ability Rating
14	Communicating effectively the need for funding of curriculum-related projects.	0.73	JT
87	Enlisting professional resources (e.g., persons, instructional packages, etc.) which can be utilized in local curriculum development activities.	0.78	JT
94	Obtaining support services for teachers engaged in curriculum development activities (e.g., released time, secretarial services, resource materials, etc.).	0.85	JT
77	Enlisting services of district personnel or outside consultants for in-service sessions.	0.92	JT
23	Obtaining assistance from experts on research problems (e.g., advice on design or measurement tools).	1.13	OC

Table 138

Competency Statements Not Meeting Criterion for Clustering, Importance Means, and Trainability Ratings

Item No.	Competency	Competency Importance Mean	Trainability Rating
13	Selecting innovative practices and research findings applicable to local curriculum improvement activities.	0.65	JT
16	Determining commitment of funds for curriculum development activities as compared to other aspects of school operation.	1.12	JT
22	Stimulating participation of teachers in research activities.	1.23	JT
24	Interpreting state laws and legal provisions concerning the education of exceptional children.	0.91	OC
29	Stimulating educational personnel to conduct their own review of instructional resources and research in their area.	1.00	JT
31	Assisting teachers in developing instructional objectives in behavioral terms.	1.70	OC
43	Helping teachers to assess and improve classroom social and emotional climates to aid learning and interaction.	1.85	JT
58	Assisting teachers in the development of procedures for evaluating instructional materials and media.	1.00	JT
76	Organizing and conducting meetings for express purposes (e.g., making decisions, relaying information, obtaining opinions).	0.96	JT
83	Explaining to parents the techniques of child management and instruction they could use in the home.	1.27	JT

Table 139

Summary of Information on Clusters: Number of Items, Cluster Importance Means, Rank Among All Cluster Importance Means, and Consensus of Seven Judges on Categories

Cluster (Function Category / Context Category)	Number of Items	Cluster Importance Mean	Rank Among All Cluster Importance Means	Consensus of Seven Judges	
				Percentage of Judgments for Function Category	Percentage of Judgments for Context Category
Evaluating / Curriculum	5	0.697	5	83%	94%
Evaluating / Instruction	4	1.158	19	79%	85%
Evaluating / Materials and Media	5	1.059	14	94%	80%
Evaluating / Communication Processes	5	1.108	17	91%	91%
Evaluating / Support Systems	4	0.908	10	89%	75%
Developing / Curriculum	11	0.632	2	82%	87%
Developing / Instruction	4	0.698	4	86%	75%
Developing / Materials and Media	2	0.914	12	57%	79%
Developing / Communication Processes	2	0.700	5	79%	79%
Developing / Support Systems	2	0.716	6	93%	93%
Training / Instruction	8	1.022	13	77%	79%
Training / Materials and Media	7	0.871	8	63%	67%
Training / Communication Processes	1	1.186	20	86%	86%
Advising / Curriculum	3	0.562	1	81%	90%
Advising / Instruction	8	1.103	16	[illegible]	79%
Advising / Materials and Media	4	0.908	11	[illegible]	79%
Advising / Communication Processes	1	1.096	15	71%	100%
Advising / Support Systems	3	1.131	18	86%	71%
Serving as Liaison / Communication Processes	6	0.811	7	83%	69%
Serving as Liaison / Support Systems	5	0.882	9	71%	77%

of Table 139 presents the mean importance data for the total sample calculated across items falling within each matrix cell. This information bears cogent implications for establishing priorities in module development. For example, examination of Table 139 reveals that respondents considered the five items comprising the evaluating/curriculum dimension to be appreciably more important (M = 0.697) than the four items designated evaluating/instruction (M = 1.158).

The mean importance data were subjected to a simple one-way analysis of variance yielding the results tabulated in Table 140.

Table 140

Results of Analysis of Variance on Mean Importance Data for Total Sample (N=587)

Source of Variation	Sum of Squares	*df*	Mean Square	*F* ratio
Between Clusters	417.4182	19	21.9694	30.03*
Within Clusters	6580.3047	11691	0.5629	
Total	6997.7227	11710		

* Probability <.01

The obtained *F* ratio of 30.03 (*df* = 19, 11,691) is significant at the .01 probability level. Individual cell means were then paired using Duncan's new multiple range test. The results of this analysis are presented in Figure 5. Inspection of this figure reveals that 132 of the 190 total possible pair comparisons were significant at the .01 level of probability.

In addition, the relative importance attributed to clustered items by respondents according to their professional position is amenable to analysis. This information not only provides additional insight in establishing module priorities, but facilitates the project goal of individualizing training to the specific professional objectives of the trainee. Specifically, in preparing the trainee for a curriculum position primarily involving contact with special class teachers (as opposed, for example, to primarily administrative contact), the project staff can delineate those context-function clusters considered of greatest importance to this sub-sample of the respondent population. Table 141 presents the mean importance ratings of clustered items for the administrators (superintendents, special education directors, and principals), teachers (regular and special class), and curriculum consultants.

Cluster		A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T
A Advising/Curriculum	A			*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*
B Developing/Curriculum	B							*	*	*	*	*	*	*	*	*	*	*	*	*	*
C Evaluating/Curriculum	C								*	*	*	*	*	*	*	*	*	*	*	*	*
D Developing/Instruction	D								*	*	*	*	*	*	*	*	*	*	*	*	*
E Developing/Communication Processes	E								*	*	*	*	*	*	*	*	*	*	*	*	*
F Developing/Support Systems	F								*	*	*	*	*	*	*	*	*	*	*	*	*
G Serving as Liaison/Communication Processes	G													*	*	*	*	*	*	*	*
H Training/Materials and Media	H													*	*	*	*	*	*	*	*
I Serving as Liaison/Support Systems	I													*	*	*	*	*	*	*	*
J Evaluating/Support Systems	J														*	*	*	*	*	*	*
K Advising/Materials and Media	K														*	*	*	*	*	*	*
L Developing/Materials and Media	L														*	*	*	*	*	*	*
M Training/Instruction	M																			*	*
N Evaluating/Materials and Media	N																				*
O Advising/Communication Processes	O																				
P Advising/Instruction	P																				
Q Evaluating/Communication Processes	Q																				
R Advising/Support Systems	R																				
S Evaluating/Instruction	S																				
T Training/Communication Processes	T																				

Figure 5. Results of treatment mean pair comparisons using Duncan's new multiple range test for entire sample of respondents (N=587).
* Probability <.01

Table 141

Mean Importance Ratings of Clustered Items for Administrators, Teachers, and Curriculum Consultants

Cluster	Position		
	Administrator	Teacher	Curriculum Consultant
Evaluating / Curriculum	0.715	0.711	0.483
Evaluating / Instruction	1.088	1.186	0.688
Evaluating / Materials and Media	1.146	1.049	0.550
Evaluating / Communication Processes	1.200	1.124	0.633
Evaluating / Support Systems	1.064	0.884	0.354
Developing / Curriculum	0.655	0.631	0.248
Developing / Instruction	0.789	0.677	0.396
Developing / Materials and Media	0.982	0.886	0.500
Developing / Communication Processes	0.902	0.656	0.167
Developing / Support Systems	0.768	0.750	0.083
Training / Instruction	0.940	1.032	0.420
Training / Materials and Media	0.879	0.868	0.358
Training / Communication Processes	1.111	1.196	0.667
Advising / Curriculum	0.614	0.572	0.110
Advising / Instruction	1.063	0.103	0.669
Advising / Materials and Media	0.973	0.896	0.458
Advising / Communication Processes	1.159	1.037	0.583
Advising / Support Systems	1.252	1.093	0.750
Serving as Liaison / Communication Processes	0.931	0.801	0.375
Serving as Liaison / Support Systems	0.984	0.869	0.367

These were analyzed using a simple one-way analysis of variance. Tables 142-144 present the results of these analyses for administrators, teachers, and curriculum consultants, respectively. It can be observed that all three analyses yielded significant *F* ratios as follows: administrators ($F = 4.96$; $df = 19, 1,618$; $p < .01$); teachers ($F = 26.57$; $df = 19, 8,194$; $p < .01$); and curriculum consultants ($F = 2.43$; $df = 19, 220$; $p < .01$).

Table 142

Results of Analysis of Variance on Mean Importance Data for Administrators (N=82)

Source of Variation	Sum of Squares	*df*	Mean Square	*F* ratio
Between Clusters	51.5235	19	2.7118	4.96*
Within Clusters	885.4707	1618	0.5473	
Total	936.9941	1637		

* Probability <.01

Table 143

Results of Analysis of Variance on Mean Importance Data for Teachers (N=411)

Source of Variation	Sum of Squares	*df*	Mean Square	*F* ratio
Between Clusters	293.9102	19	15.4690	26.57*
Within Clusters	4770.8320	8194	0.5822	
Total	5064.7422	8213		

* Probability <.01

Table 144

Results of Analysis of Variance on Mean Importance Data for Curriculum Consultants (N=12)

Source of Variation	Sum of Squares	*df*	Mean Square	*F* ratio
Between Clusters	8.5311	19	0.4490	2.43*
Within Clusters	40.5968	220	0.1845	
Total	49.1278	239		

* Probability <.01

Individual cell comparisons for these three sub-samples were analyzed using Duncan's new multiple range test. Figures 6-8 indicate the significant ($p < .01$) pair comparisons for administrators, teachers, and curriculum consultants, respectively. The number of obtained significant pair comparisons of the total 190 possible for each sub-sample is as follows: administrators, 36; teachers, 124; and curriculum consultants, 10.

Similarly, the trainability data are presented within the function-context dimensions for the total respondent sample (see Table 145) and individually for the administrator, teacher, and curriculum consultant sub-samples (see Table 146). The use and value of these data are analogous to those proposed for the importance data. In addition, the trainability ratings provide direct guidance to the project staff in module development. These ratings offer an empirical basis on which to make judgments relating to appropriate milieu for training specific competencies. Inspection of these data support the anticipated extensive employment of field settings for training purposes.

Finally, in addition to serving project staff needs in designing training modules and specifying individualized training programs, these data comprise a valuable body of information in themselves. That is, knowledge of the results of this investigation should be viewed as a competency in its own right. It is essential for any individual assuming a leadership position in curriculum consultation to be sensitive to the variety of differential role expectations he will encounter. Thus, these data will be utilized for training purposes as well as providing an empirical base on which to build a modulized, performance-based, training program for special education curriculum consultants.

Cluster

A Advising/Curriculum
B Developing/Curriculum
C Evaluating/Curriculum
D Developing/Support Systems
E Developing/Instruction
F Training/Materials and Media
G Developing/Communication Processes
H Serving as Liaison/Communication Processes
I Training/Instruction
J Advising/Materials and Media
K Developing/Materials and Media
L Serving as Liaison/Support Systems
M Advising/Instruction
N Evaluating/Support Systems
O Evaluating/Instruction
P Training/Communication Processes
Q Evaluating/Materials and Media
R Advising/Communication Processes
S Evaluating/Communication Processes
T Advising/Support Systems

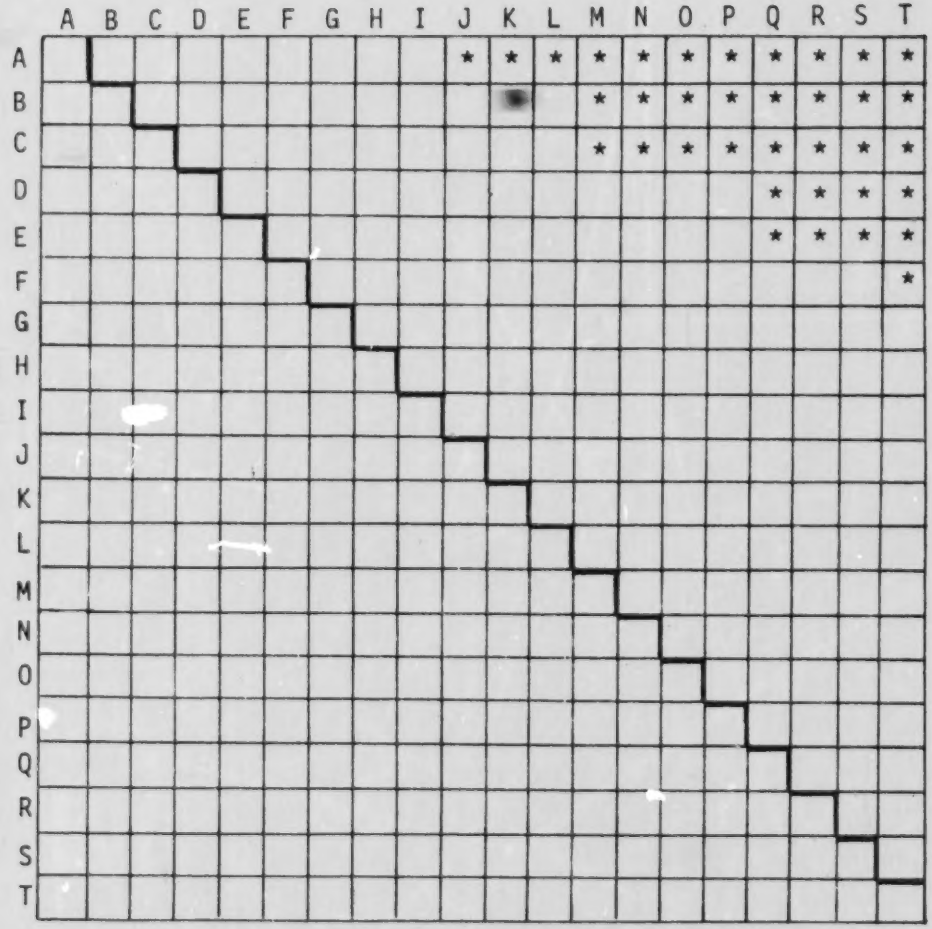

Figure 6. Results of treatment mean pair comparisons using Duncan's new multiple range test for administrators (N=82).
* Probability <.01

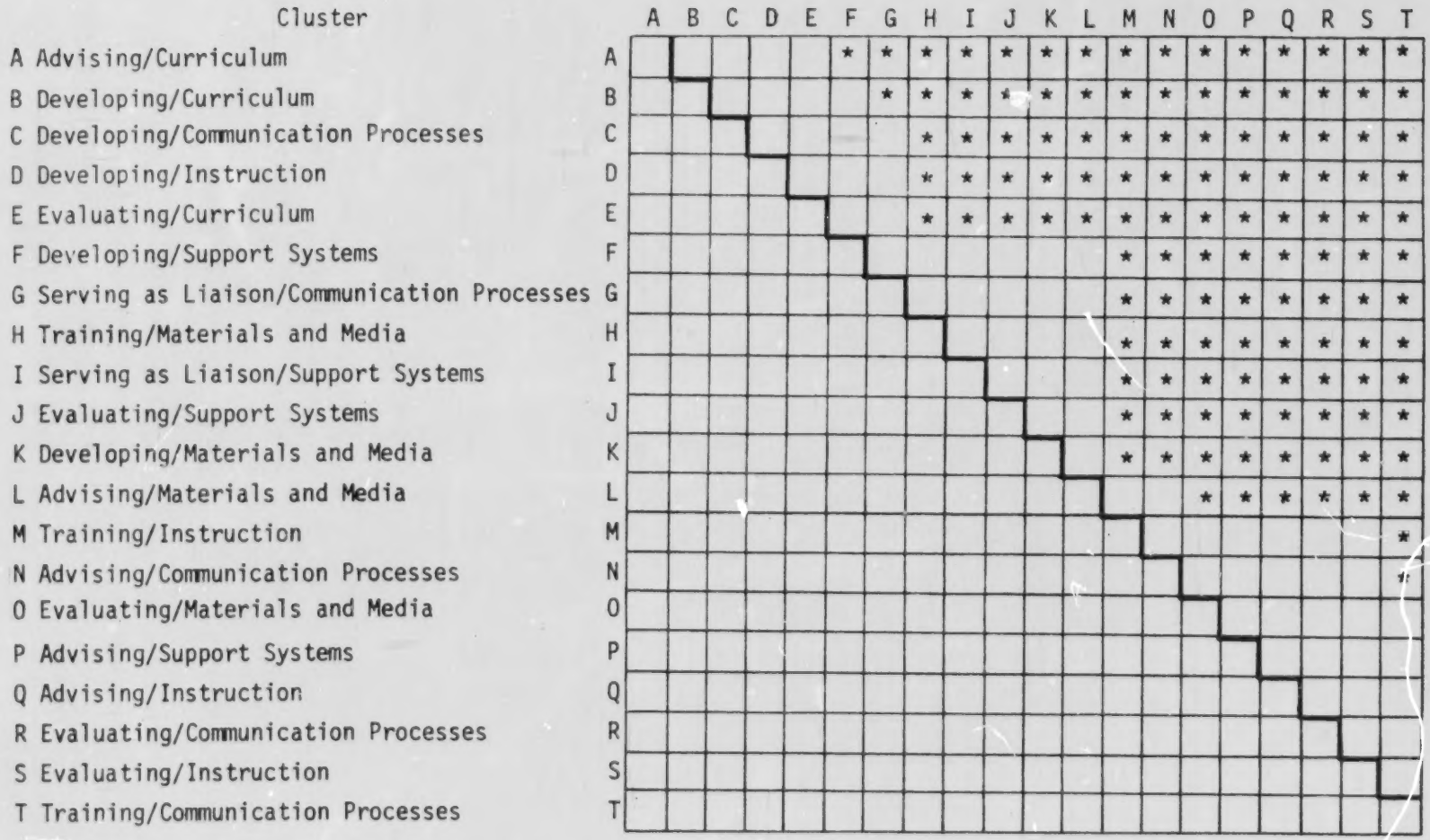

Figure 7. Results of treatment mean pair comparisons using Duncan's new multiple range test for teachers (N=411).
* Probability <.01

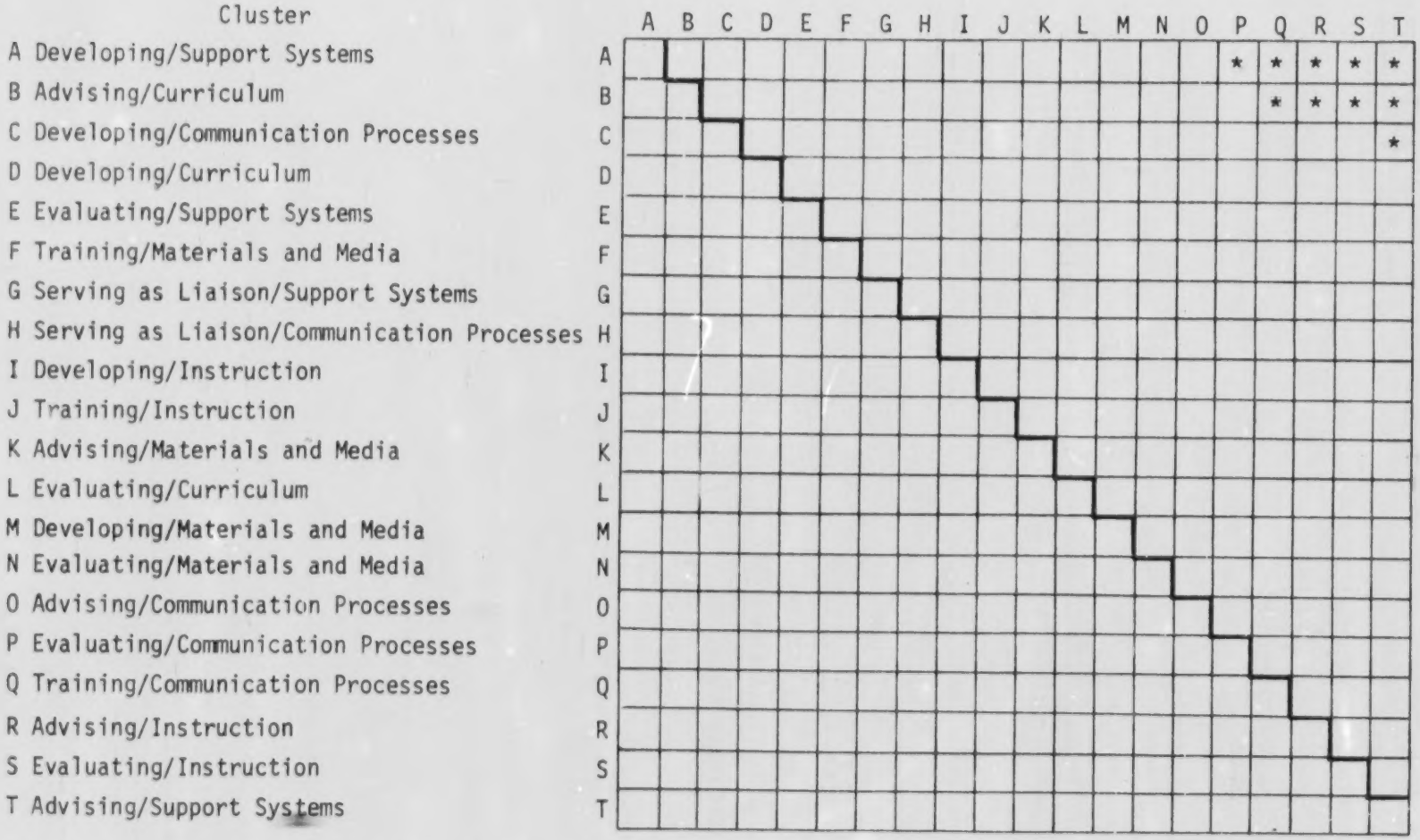

Figure 8. Results of treatment mean pair comparisons using Duncan's new multiple range test for curriculum consultants (N=12).
* Probability <.01

Table 145

Percentage of Each Trainability Response Per Cluster
by Total Sample

Cluster	Percentage of Responses		
	OC	JT	SG
Evaluating/Curriculum	24.6	57.3	18.1
Evaluating/Instruction	28.5	49.3	22.2
Evaluating/Materials and Media	28.7	54.3	17.0
Evaluating/Communication Processes	11.4	37.3	51.3
Evaluating/Support Systems	28.3	52.8	18.9
Developing/Curriculum	32.4	51.4	16.2
Developing/Instruction	42.1	43.8	14.1
Developing/Materials and Media	25.6	61.4	13.0
Developing/Communication Processes	15.8	61.0	23.2
Developing/Support Systems	25.9	57.5	16.5
Training/Instruction	37.4	48.6	14.0
Training/Materials and Media	33.2	55.2	11.6
Training/Communication Processes	33.6	45.0	21.4
Advising/Curriculum	36.1	47.1	16.8
Advising/Instruction	43.2	41.1	15.7
Advising/Materials and Media	30.1	53.1	16.8
Advising/Communication Processes	17.7	46.2	36.1
Advising/Support Systems	24.8	54.9	20.3
Serving as Liaison/Communication Processes	15.1	49.2	35.7
Serving as Liaison/Support Systems	24.0	52.4	23.6

Table 146

Percentage of Each Trainability Response Per Cluster by Administrators, Teachers, and Curriculum Consultants

Cluster	Percentage of Trainability Responses by Administrators			Percentage of Trainability Responses by Teachers			Percentage of Trainability Responses by Curriculum Consultants		
	OC	JT	SG	OC	JT	SG	OC	JT	SG
Evaluating/Curriculum	24.5	55.5	19.9	23.0	58.7	18.3	33.3	53.7	13.0
Evaluating/Instruction	30.2	47.0	22.8	26.9	49.5	23.5	45.5	38.6	15.9
Evaluating/Materials and Media	29.5	49.1	21.4	27.4	55.8	16.8	34.5	41.8	23.6
Evaluating/Communication Processes	11.1	35.9	53.0	10.7	36.9	52.4	27.8	31.5	40.7
Evaluating/Support Systems	28.4	45.9	25.7	27.0	54.5	18.4	34.1	38.6	27.3
Developing/Curriculum	33.1	44.4	22.5	30.8	53.5	15.8	48.8	38.8	12.4
Developing/Instruction	45.5	37.7	16.8	39.8	45.9	14.3	45.5	38.6	15.9
Developing/Materials and Media	33.6	52.3	14.1	23.6	62.6	13.8	31.8	50.0	18.2
Developing/Communication Processes	19.6	50.8	29.7	14.4	63.4	22.1	31.8	54.5	13.6
Developing/Support Systems	31.1	51.4	17.6	23.4	59.3	17.3	45.5	40.9	13.6
Training/Instruction	41.3	44.2	14.5	35.6	49.4	14.9	48.9	38.6	12.5
Training/Materials and Media	36.6	47.6	15.8	31.3	57.0	11.7	42.9	45.5	11.7
Training/Communication Processes	33.8	47.3	18.9	32.1	44.7	23.1	45.5	45.5	9.1
Advising/Curriculum	37.6	38.9	23.5	35.3	48.2	16.4	42.4	48.5	9.1
Advising/Instruction	48.4	34.9	16.7	40.8	42.9	16.2	56.8	26.1	17.0
Advising/Materials and Media	31.5	45.4	23.1	29.8	54.1	16.1	43.2	38.6	18.2
Advising/Communication Processes	24.3	33.8	41.9	16.8	47.3	35.9	36.4	36.4	27.3
Advising/Support Systems	23.9	50.5	25.7	24.6	55.9	19.5	27.3	45.5	27.3
Serving as Liaison/Communication Processes	19.0	45.4	35.6	14.7	52.4	32.9	34.8	40.9	24.2
Serving as Liaison/Support Systems	35.2	39.9	24.9	24.3	53.1	22.6	25.5	47.3	27.3

CHAPTER V

GUIDELINES FOR THE DEVELOPMENT OF INSTRUCTIONAL MODULES

The competency study was conducted to determine curricular input for the training program. The task now becomes one of developing instructional modules which, when completed successfully by trainees, will result in the trainees' attainment of identified competencies. This task necessitates the formulation of precise specifications for each module. The clustering of competencies by function and context, which has been completed, represents the first step in developing such specifications. Each competency statement must now be defined operationally through the delineation of behaviorally stated objectives. Once this is accomplished, the task of module development will be initiated.

The use of the module concept is becoming a popular approach for organizing learning experiences in competency-based training programs. However, in reviewing the array of modules being developed, it is apparent that there is little uniformity in the procedures followed or in the format employed by module developers. There appears to be a trend toward viewing modules as specific, self-contained instructional units. This type of module lends itself to computerized systems and allows for the accommodation of large numbers of students. In general, such modules are independent units which may or may not be pursued in any particular sequence.

Another approach involves the development of larger, more comprehensive modules which focus on a cluster of related competencies. Within the larger instructional unit are individual elements which approximate the more specific type of module. In this situation the specific units are interdependent and allow for greater control over the sequence of experiences through which the trainee progresses. This type of module appears to be used primarily when the role for which a person is being prepared is more specialized. For example, the small unit type of module appears to be used more extensively in the preparation of teachers, whereas the larger unit concept tends to be applied in situations where the emphasis is on skills such as program evaluation, research skills to be applied in the classroom, or consultative roles.

Although the competency study data will serve as the primary determinants for decisions regarding module content, decisions regarding format, media, and development procedures will result from experimentation and examination of existing effort. Because experimentation is most effective within a construct against which successes and failures can be compared, certain guidelines have been agreed upon. These will be revised as experience dictates.

Description of a Training Module

In contrast to modules which primarily direct trainees to resources for satisfying the requirements of an objective, the modules developed for this project will be more substantive. Emphasis will be given to structuring modules which are primarily comprehensive, self-contained, instructional units. For purposes of this project, a training module will be perceived as an organized plan or set of prescribed experiences designed to prepare trainees for achieving competence in a major task relevant to the role of a curriculum consultant for exceptional children.

The mode of experience and the setting in which the module will be carried out will vary depending on the competencies being developed. A variety of media and activities such as simulation, in-basket techniques, role playing, assigned independent study exercises, and actual work experiences will be utilized. Some modules may approximate instructional packages whereas others will constitute clearly defined practicum experiences in which the trainee is required to carry out delineated tasks in circumstances which allow for assessment of his performance.

It is anticipated that each module will:

1. Provide training in a cluster of competencies relevant to a major function of a curriculum consultant.

2. Be comprised of several module components which may under appropriate circumstances be combined with module components from other modules to form a new module.

3. Be based on performance objectives and designed to allow for self evaluation.

4. Be oriented primarily towards field experiences.

5. Include assessment procedures to determine entry and exit behaviors.

6. Be capable of providing alternative approaches for the trainee in the development of competencies within the structure of the module.

Figure 9 illustrates the process to be employed in building specifications for each module. The process is based on the data derived from the clustering phase of the competency study. At the present time it is assumed that each cluster represents a potential module.

The first two levels of the specification process are inherent in the competency study. Steps three and four represent expansion stages to be carried out by the project staff in cooperation with consultants from the field.

Step I - Cluster: Twenty function-context clusters have been empirically identified. Each represents a potential module. For example, the cluster labeled "Evaluating/Instruction" will

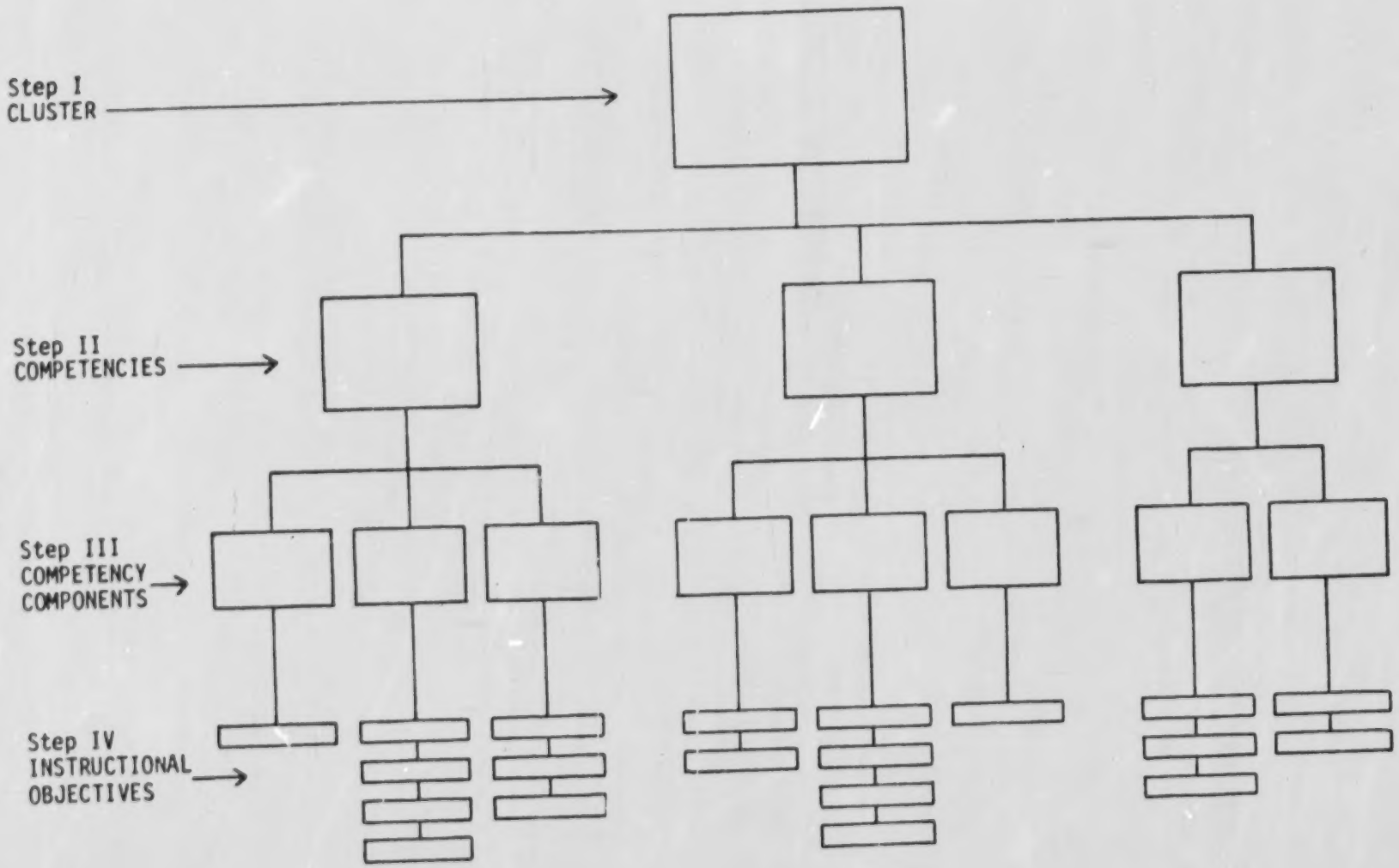

Figure 9. Module specification and development process.

constitute a module. Steps II, III, and IV serve to expand and refine the specifications to be followed in module development.

Step II - Competencies: Within each cluster, related competencies have been identified. These competencies will be reduced to competency components as a means of clarifying their meaning and intent.

Step III - Competency Components: A series of brief descriptive statements in objective form will be developed for each competency. Reducing the competencies into components enhances their amenability to rigorous analysis. This action also serves to minimize redundancies while maximizing precision in the articulation of instructional objectives. The competency components are written from the perspective of the trainee and the instructional objectives will be stated in terms of trainee behavior.

Step IV - Instructional Objectives: One or more behaviorally stated objectives will be specified for each competency component. Each objective will identify the terminal behavior, conditions under which the behavior should be performed, and a criterion level of successful performance. The instructional objectives represent the most specific feature in the specification process. Activities, resources, and evaluative procedures will be developed in reference to these instructional objectives.

The specification process will allow the staff to make decisions regarding appropriateness of commercially programmed modules. For example, if a module on formative evaluation is available on the commercial market, the staff will have criteria to apply in determining whether it is sufficiently appropriate to our needs to warrant purchase. Further, these specifications may be utilized should the project staff elect to contract with individual agencies for the development of selected modules. The main purpose of the specification process, however, remains the facilitation of module development by project staff.

Figure 10 describes the developmental procedures which the project staff anticipates following in the development of modules. For purposes of simplification many specific tasks have been subsumed under general headings. It is anticipated that the most difficult modules to develop will be those which are primarily field based. The temporal problems encountered in engaging field personnel in module development may eventually necessitate revisions in the organization of the developmental process illustrated in Figure 10.

Description of Tentative Module Format

1. Identification: A brief label-type statement will be used which is sufficiently descriptive to communicate the kinds of competencies the module is designed to develop.

   (a) Topic: A brief statement which identifies the major competencies involved.

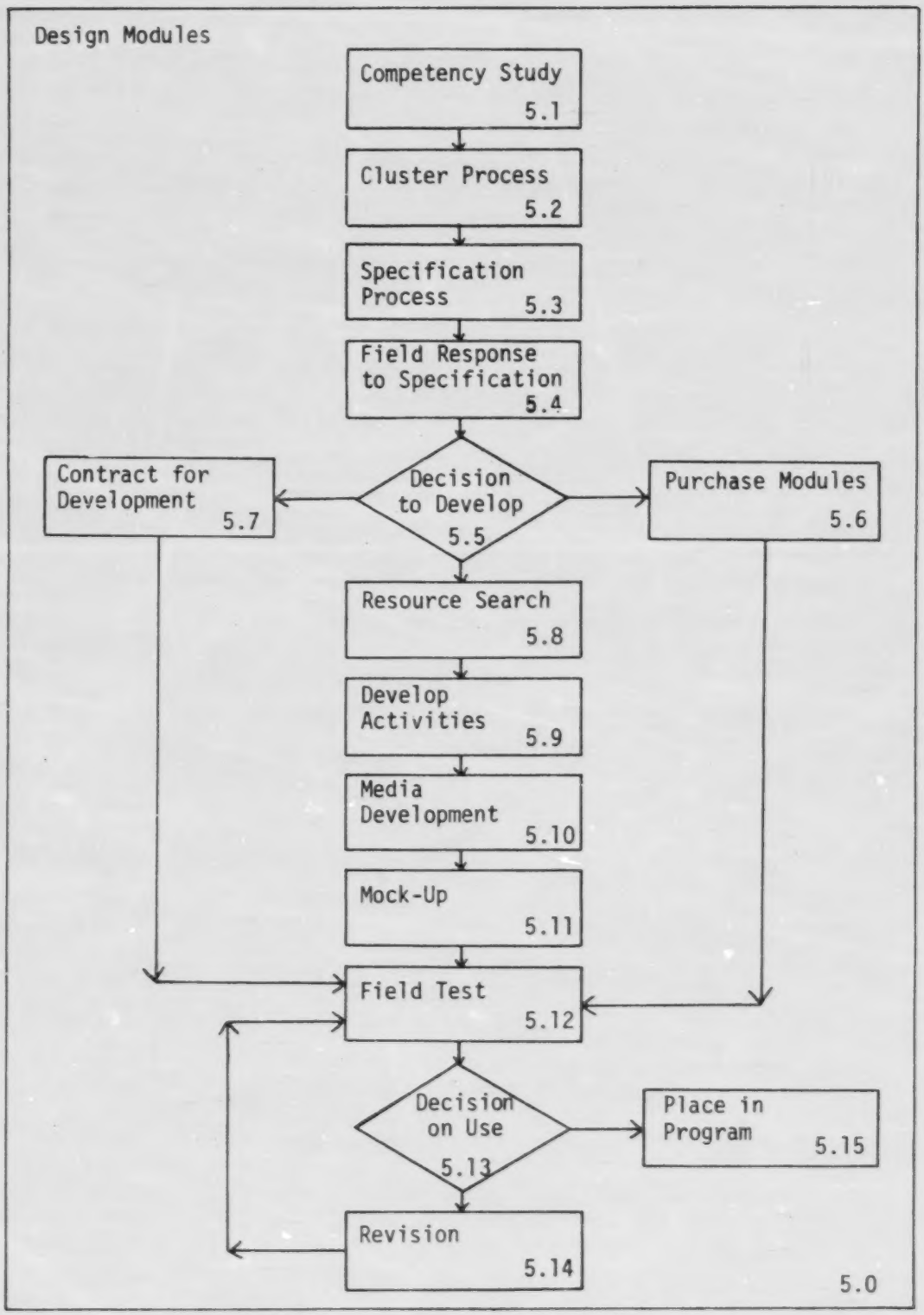

Figure 10. Developmental procedures in the development of modules.

(b) Identification Number: A coding number which identifies the module topic, cluster membership, and module type.

(c) Type: Designates whether the module is primarily field- or campus-based.

(d) Time Estimate: Initially an arbitrary indication of the approximate time required to complete the module. However, as data are collected on trainees' progress through the module, it is anticipated that time expectancy levels can be established with some precision. Time is not a crucial factor in a performance-based program. Students will be able to control the time variable according to their other commitments and individual abilities.

2. Module Scope: This statement describes the intent of the module, or the general competence to be developed. Emphasis will be given to illustrating the relationship of the particular module to the overall program.

3. Prerequisite Behavior: Skills and understandings which are assumed to be requisites prior to entrance in the module should be specified. As the program develops and a bank of modules is available, reference can be made to specific competencies in other modules. It then becomes feasible to sequence modules.

4. Competency Components: There will be several competency components within each module. Components will represent somewhat independent units of instruction which under certain circumstances serve as independent modules.

5. Instructional Objectives: Specific instructional objectives in behavioral terms for each competency to be developed through the module will be listed. One or more instructional objectives will be developed for each competency component.

6. Entry Assessment Criteria: This section specifies the procedures to be used in evaluating the pre-entry capabilities of the trainee relative to the competency components included in the module.

7. Instructional Unit(s): This section includes the series of experiences through which the trainee will progress. It represents the teaching element of the module. The media utilized, as well as the manner in which the content is organized, will be dependent on the nature of the competencies being developed. When feasible, alternatives to the prescribed instructional units should be designed. Such options will increase as time permits the development of parallel modules. However, within instructional modules, options in experience and presentation of information can be provided.

(a) Objectives: The objectives specific to the instructional unit being developed will be selected from the list delineated in item 5. In modules where there will be only

one instructional unit, all objectives will apply. Objectives should be ordered according to the sequence in which they will be encountered in the instructional unit.

(b) Criterion Measure: Evaluation criteria should be developed for each objective. Emphasis should be given to developing criterion measures which can be self administered.

(c) Content Plan: This aspect of the module includes the activities, information, and assignments to be carried out in developing the competencies. All resources and their uses should be clearly presented.

(d) Remediation Alternatives: The major focus of assessment will be at the instructional unit level in reference to behavioral objectives. Assessment procedures also will be applied in terms of satisfying the requirements of the module. However, if the trainee meets the requirements of each instructional unit, he is reasonably assured of satisfactorily completing the module. Remediation will be provided at the instructional-unit level rather than at the module level.

8. Exit Assessment Criteria: The procedures to be used in determining if the trainee has met the objectives of the module will be specified. For the most part, this determination is cumulative and inherent in the design of the module. If a trainee fails to meet the criterion measure for a particular objective, remediation should be provided at that point. Consequently, as the trainee satisfies the requirements of the last objectives, he simultaneously completes the module.

CHAPTER VI

PRELIMINARY PROTOTYPE TRAINING MODEL

The competency study reported in this document and the module development activities currently underway represent major sources of influence regarding the final design of the training model. Although these phases are focused on the determination of curricular input for the training model, it is difficult to separate the nature of the input from decisions on the process of training. The project has progressed to the point that a preliminary model has been constructed. This tentative model will be subjected to considerable evaluation throughout the developmental and operational stages.

The conditions which must be accommodated by the model include the following:

(1) It must employ a performance-based modular curriculum.

(2) It must allow trainees to specify their own goals.

(3) It must be sufficiently flexible to meet in-service as well as pre-service needs in the area of curriculum development.

(4) It must allow for extensive involvement of field personnel in the implementation of module instruction.

The schema presented in Figure 11 illustrates the relationship of specific aspects of the model considered to be important at the present time.

9.1 Trainee Decisions

9.1.1 Specify Competency Goals: Trainees will be oriented to the competencies which have been identified as important to the role of a curriculum consultant. They also will be given data on varying perspectives of personnel from different-sized settings. Through counseling the trainee will identify his competency goals.

9.1.2 Competency Assessment: The trainee's level of competency will be appraised relative to the competency areas he has identified as a goal. He may be advised to reconsider his selections depending on the time he wants to commit to the training program.

9.1.3 Program Determination: Decisions regarding the modules most appropriate to the trainee's goals are evaluated at this point.

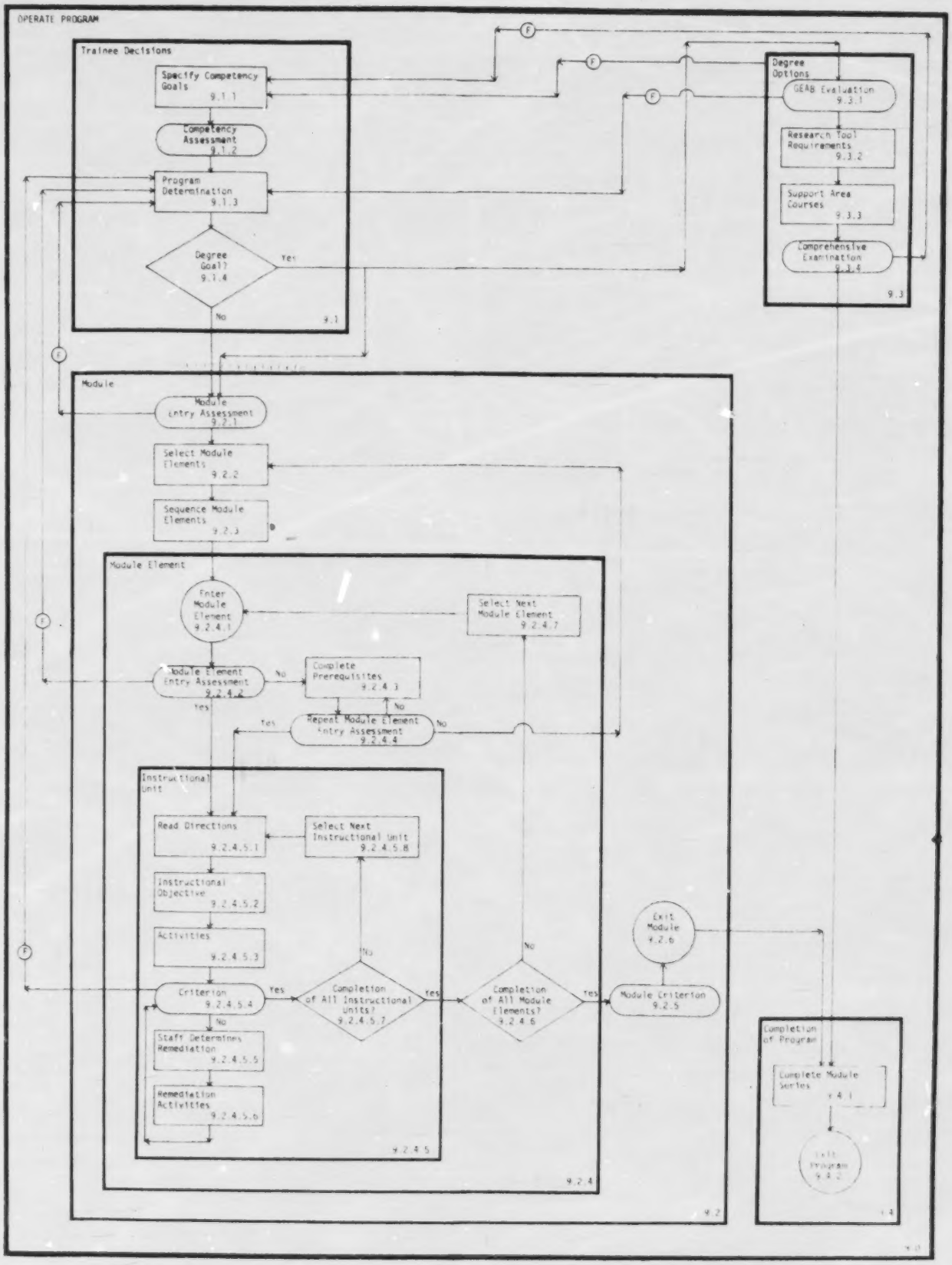

Figure 11. Flow chart depicting operation of training program.

9.1.4 Degree Goal: In cooperation with a staff member the trainee will decide if he wants to pursue an advanced degree as part of his training program. If he elects a degree, then he needs to satisfy the graduate college requirements for an advanced degree.

9.2 Module

9.2.1 Module Entry Assessment: An attempt will be made to determine those skills possessed by the trainee which are relative to the module. This information will be used in making decisions on which module elements the trainee will be required to complete.

9.2.2 Select Module Elements: Specific module elements will be selected.

9.2.3 Sequence Module Elements: Some module elements will be structured into a hierarchy. There also will be situations when a trainee will be pursuing module elements from different modules. This step will be used to prepare a plan for the trainee.

9.2.4 Module Element

9.2.4.1 Enter Module Element: The trainee begins work on a specific module element of his program.

9.2.4.2 Module Element Entry Assessment: The skills possessed by the trainee relative to the module element will be identified.

9.2.4.3 Complete Prerequisites: Some module elements require prerequisite skills. If a trainee has not satisfied these, he will be required to do so prior to proceeding.

9.2.4.4 Repeat Module Element Entry Assessment: The entry assessment will be repeated to check on completion of prerequisite skills.

9.2.4.5 Instructional Unit

9.2.4.5.1 Read Directions: Specific directions will be designed for each instructional unit. The trainee will be responsible for checking his understanding of the directions.

9.2.4.5.2 Instructional Objective(s): Objectives will be designed which identify the terminal behavior, conditions under which the behavior should be performed, and a criterion level of successful performance.

9.2.4.5.3 Activities: The trainee will be directed to specific instructional activities to assist him in reaching the objectives.

9.2.4.5.4 Criteria: This is a check point to determine if the trainee met the conditions of the instructional objectives.

9.2.4.5.5 Staff Determines Remediation: If the trainee failed this criteria, he will be counseled regarding the most appropriate remediation approach.

9.2.4.5.6 Remediation Activities: Activities will be designed to assist the trainee in remediating his difficulties.

9.2.4.5.7 Completion of All Instructional Units: This is a check point to determine if the trainee has completed all the instructional units of the particular module element.

9.2.4.5.8 Select Next Instructional Unit: Having completed one instructional unit, the trainee will move to other instructional units of the module element.

9.2.4.6 Completion of All Module Elements: This is a check point to determine if the trainee has completed all the module elements of the particular module.

9.2.4.7 Select Next Module Element: Having completed one module element, the trainee will move to other module elements of the module.

9.2.5 Module Criterion: An evaluation experience which assesses the trainee's performance of the competencies of the module will be designed.

9.2.6 Exit Module: Having completed the module, the trainee will move to other modules in his program.

9.3 Degree Options

9.3.1 GEAB Evaluation: These are the entrance examinations for admission to graduate school.

9.3.2 Research Tool Requirements: Specific research tools are required depending on the degree selected.

9.3.3 Support Area Courses: Course work beyond the trainee program will be required for advanced degrees.

9.3.4 Comprehensive Examination: Trainees pursuing degree options will be subjected to the same departmental and college requirements as will other students.

9.4 Completion of Program

9.4.1 Complete Module Series: The remaining modules in the trainee's program will be completed. For the most part, these will be pursued while the student is also working on the degree requirements. Because trainees will vary in their competency goals, their overall program will vary even though the degree requirements outside the training sequences may be the same.

9.4.2 Exit Program: Although a trainee will exit his present program, he may return for additional training at a later time. It is also anticipated that trainees will be retained as resource personnel for assistance in improving the program.

APPENDIX A

Interview Stages

INTERVIEW STAGES

Stage I - Establishing Rapport

The purpose of this phase is to create an attitudinal set for the entire interview. This phase should be conducted in a free and unguided manner to "loosen up" the interviewee and reduce threat and defensiveness. It could begin by interviewer and interviewee finding out about each other. Communication should be two-way and the interviewer should resist the tendency to jump too quickly into business.

Stage II - Preliminary Structuring

This phase is to clarify the purpose of the interview and to extend rapport by emphasizing the point that the interview will be a mutual exploration of ideas. It should be conveyed that: (1) the interviewee is being utilized as a resource person for the project, and (2) we are primarily interested in the interviewee as a source of ideas rather than a source of factual information.

Stage III - Introduction to Project

This phase is the beginning of the interview proper. This stage can also be a question and answer session about the project, its goals, and current stage of development. Assuming that the interviewee has read the introductory letter, this stage will deal primarily with the clarification of the role of the curriculum consultant. Interviewer should spend as much time as is necessary to ascertain that interviewee has an unequivocal understanding of the kind of person/role we are talking about.

The interviewer should elicit feedback from the interviewee determining whether he has a clear and accurate conception of the curriculum consultant's role.

Stage IV - Selection of Competency Statements

The purpose of this phase is to explain the concept of "competency items." Discuss such things as:

1. Performance objectives
   a) What is a skill?
   b) What is a knowledge?

2. Behavioral statements

3. Levels of specificity

Have examples prepared to facilitate understanding.

From this point on, the direction of the interview will depend primarily on the extent to which the interviewee "catches on" to the task.

1. Draw out details regarding significant points that have been touched upon.

During the interviewee's feedback portion,

1. Narrow down to specifics through the use of such phrases as:

   "exactly what should a curriculum consultant do to accomplish that?"

   "with whom should he work?"

   "what should a curriculum consultant know about?"

   "could you give an example of an activity to accomplish that goal?"

2. Re-phrase for respondent when he is getting too general.

3. Give examples of tasks when he is too general.

4. Go from general to specific until he is in frame of reference, i.e., the level of specificity that we want.

5. Re-phrase his words rather than feed him words.

APPENDIX B

Pilot Study Questionnaire

University of Missouri - Columbia

COLLEGE OF EDUCATION
Department of Special Education
515 South Sixth Street
Columbia, Missouri 65201

January 25, 1971

Dear Colleague:

The Department of Special Education at the University of Missouri in cooperation with the U.S. Office of Education is currently in the process of designing a graduate level training program to prepare curriculum consultants with generic skills applicable to the education of exceptional children. This training program will be based on specific competencies or skills that are identified as being essential to the performance of a curriculum consultant.

We have selected a number of school districts to assist us in determining the skills and competencies a person should possess to function effectively as a curriculum consultant for exceptional children. We are asking selected educators within these districts to complete the enclosed questionnaire designed to elicit responses about the competencies such a consultant should possess. The data acquired from the questionnaires will be analyzed to determine a ranking of importance of the competencies. These results will serve as a basis for structuring experiences to be included in the training program.

The project staff is most eager to obtain your views in terms of how such a curriculum consultant might function in your particular program. Instructions for completing the questionnaire are printed on the first page and should be read carefully before responding to the items.

We appreciate your willingness to complete the questionnaire and hope it will be possible for you to return it to us within a week in the envelope provided. Individual respondents will not be identified by name. Thank you very much for your cooperation.

Sincerely,

Austin J. Connolly
Project Director

Edward L. Meyen
Project Director

INSTRUCTIONS

The purpose of this questionnaire is to obtain your views on the role of a curriculum consultant for exceptional children. Please use the following description of a curriculum consultant as your frame of reference in responding to the items on the questionnaire:

> A curriculum consultant is a person capable of: providing direction in developing curriculum for educational programs serving exceptional children; participating at the decision-making level in curriculum development within general education; providing leadership through in-service education; advising special education administrators on curriculum needs; facilitating the teachers' use of dissemination vehicles for materials and research applicable to the classroom. This person will also be trained to assist teachers with instructional problems, thus providing an indirect service to children.

IDENTIFICATION INFORMATION

Please complete all items on page 1. While you are asked to indicate your name, all responses will be treated as confidential. Your name is needed in case it is necessary to obtain clarification on a response and to facilitate our sharing results with you.

EVALUATION OF COMPETENCY STATEMENTS

Pages 2 through 7 contain a listing of statements describing competencies that might be related to the role of a curriculum consultant as previously described. You are to judge each item in terms of *importance* and *trainability*.

Importance: Rank each competency according to its importance in carrying out the role of a curriculum consultant as described above. Consider your program as the setting in which this person would be serving. Using a soft-leaded pencil mark your ranking of the importance of each item according to the following criteria:

Column 0 = Very important
Column 1 = Moderately important
Column 2 = Slightly important
Column 3 = Somewhat unimportant
Column 4 = Definitely unimportant

Trainability: Trainability refers to the manner in which a particular competency is developed. Certain competencies are best developed within the framework of on-campus college curricula. Other competencies are best developed through an apprenticeship or on-the-job training and experience. Still other competencies may be looked upon as not susceptible to development through formal education or job experience but are primarily a matter of self-growth and personal maturity. Using a soft-leaded pencil mark your ranking of the trainability of each item according to the following criteria:

Column 7 = Best developed through on-campus curricula
Column 8 = Best developed through on-the-job training and experience
Column 9 = Not amenable to training; a matter of self-growth and personal maturity

REMEMBER: EACH COMPETENCY ITEM IS TO BE RATED TWICE--ONCE ON THE IMPORTANCE DIMENSION AND ONCE ON THE TRAINABILITY DIMENSION.

REACTION PAGE

Please answer the questions on the last page, giving us your opinions.

Name _____
(Please print)

Title _____

Description of duties _____

_____

Please observe the following special handling procedures:

1. *Use only a number 2 pencil for marking your coded responses on the special forms.*
2. *Do not fold or tear the forms.*
3. *Erase completely any changed responses or stray marks.*
4. *Please answer all questions.*

1. Sex: If you are a male, mark in (0); female, mark in (1). 1.

2. Age: (0)24 or less; (1)25-29; (2)30-39; (3)40-49; (4)50-59; (5)60-65; (6)66 or older. 2.

3. Highest level of professional preparation: (0)Less than B.A.; (1)B.A.; (2)B.A.+; (3)M.A.: (4)M.A.+; (5)6th year degree; (6)Doctorate. 3.

4. *For items a-h use the following coding system (include present year's work):* (0)none or NA(not applicable); (1)1-2 years; (2)3-5; (3)6-10; (4)11-15; (5)16-20; (6)21 or more.

   a. Number of years as a classroom teacher - regular education class (Full-time teacher; not counting student teaching). 4a.

   b. Number of years as a classroom teacher - special education class (Full-time teacher; not counting student teaching). 4b.

   c. Number of years as a principal or assistant principal. 4c.

   d. Number of years as a superintendent (assistant or associate). 4d.

   e. Number of years as a consultant (including supervisor, specialist) - regular education. 4e.

   f. Number of years as a consultant (including supervisor, specialist) - special education. 4f.

   g. Total number of years professional education experience (can exceed total of items a-f). 4g.

   h. Number of years employed in present district. 4h.

5. Do you hold full credentials for your present position for the state in which you are now working: (0)yes; (1)no; (2)NA(not applicable). 5.

6. Number of special classes in your building: (0)none; (1)1; (2)2 or more; (3)total school; (4)NA(not applicable). *Please note: Everyone except teachers (regular and special education) and building principals and assistant principals should check NA.* 6.

Do not write in this space

Please make two marks for each item.

A CURRICULUM CONSULTANT AS DEFINED IN THIS STUDY SHOULD BE CAPABLE OF ...

		Very important	Moderately important	Slightly important	Somewhat unimportant	Definitely unimportant	On-campus curricula	On-the-job training	Self-growth and maturity
1.	... predicting probable effects resulting from specific curriculum change in the district.	1.							
2.	... developing a systematic approach to identifying and resolving curriculum problems.	2.							
3.	... communicating with administrators in an advisory capacity on matters of curriculum priorities and needed changes.	3.							
4.	... determining the application of curriculum guides developed by other districts to his own school district.	4.							
5.	... identifying elements of a curriculum guide which are based on a particular curriculum theory.	5.							
6.	... supervising staff members engaged in the development of curriculum publications.	6.							
7.	... estimating costs of producing curriculum documents.	7.							
8.	... assessing present curriculum(s) to identify areas needing revision.	8.							
9.	... integrating information regarding community characteristics (e.g., various sub-cultures, socio-economic strata) into the development of curriculum(s).	9.							
10.	... translating the objectives and expectations of the school into curriculum guidelines.	10.							
11.	... utilizing knowledge of the development, maturation, and intellectual capacities of exceptional children in the development of the curriculum.	11.							
12.	... formulating specific program objectives that will be compatible with the general aims and objectives of the school district.	12.							
13.	... applying basic principles of curriculum development and educational theory.	13.							
14.	... assessing the extent to which a curriculum project has been successful in translating general curriculum goals into actual classroom practices and procedures.	14.							
15.	... selecting innovative practices and research findings applicable to local curriculum improvement activities.	15.							
16.	... adapting innovative elements of regular education practices (e.g., scheduling or grouping techniques) to programs for exceptional children.	16.							
17.	... retrieving and listening receptively to ideas presented from all personnel about curriculum content and needed revisions.	17.							
18.	... communicating established curriculum priorities to administrators, boards of education and lay groups.	18.							
19.	... serving as an effective spokesman for teachers on curriculum ideas and instructional needs.	19.							
20.	... formulating recommendations which convey the intent of concerns identified in the process of developing curriculum.	20.							
21.	... engaging personnel, who are administratively responsible to other persons in mutually benefiting curriculum development activities.	21.							
22.	... demonstrating the need for funding of curriculum-related projects.	22.							
23.	... coordinating funds allocated for curriculum development activities.	23.							
24.	... initiating research activities on curriculum or instruction.	24.							
25.	... determining commitment of funds to curriculum development activities as compared to other aspects of school operation.	25.							

Please make two marks for each item.

A CURRICULUM CONSULTANT AS DEFINED IN THIS STUDY SHOULD BE CAPABLE OF ...

		Very important	Moderately important	Slightly important	Somewhat unimportant	Definitely unimportant	On-campus curricula	On-the-job training	Self-growth and maturity
26.	... formulating curriculum-related priorities in harmony with the available financial resources.	26.							
27.	... orienting administrators on the need for district involvement in research activities.	27.							
28.	... stimulating participation of teachers in research activities.	28.							
29.	... coordinating research activities on curriculum or instruction.	29.							
30.	... obtaining assistance from experts on research problems (e.g., advice on design or instrumentation).	30.							
31.	... designing evaluation procedures which identify the strengths and weaknesses of a total instructional program.	31.							
32.	... implementing varied evaluative techniques for assessing teacher effectiveness (e.g., peer-evaluation, observational techniques, self-appraisal scales).	32.							
33.	... assisting teachers in stating and applying criterion measures in evaluating instruction.	33.							
34.	... developing instructional objectives in behavioral terms.	34.							
35.	... applying task analysis principles to instruction.	35.							
36.	... developing, implementing, and evaluating teacher lesson plans.	36.							
37.	... aiding teachers in using a prescriptive approach to a child's instructional problem.	37.							
38.	... training teachers to become capable of the independent resolution of their instructional problems.	38.							
39.	... motivating teachers to conduct their own review of instructional resources and research in their area.	39.							
40.	... utilizing professional references and journals to gain current information about instructional techniques and methods.	40.							
41.	... training teachers in directing the work of classroom aides or helpers.	41.							
42.	... assisting teachers in the effective utilization of their classroom space (e.g., seating arrangements, interest centers, study carrels, etc.).	42.							
43.	... assisting teachers in the effective use of visual aids.	43.							
44.	... determining space needs, physical plant requirements and modifications.	44.							
45.	... implementing instructional procedures which are specifically designed to enhance teacher-pupil relationships.	45.							
46.	... instructing teachers in the use of techniques to assess teacher-pupil and pupil-pupil interaction in their classrooms.	46.							
47.	... helping teachers establish classroom climate conducive to learning.	47.							
48.	... assessing teacher performance in classroom management.	48.							
49.	... explaining theories and techniques of behavior management systems to educational personnel.	49.							
50.	... identifying the nature of teacher-pupil and pupil-pupil interaction in a classroom.	50.							

Use Only a Number 2 Pencil – Do Not Fold

PAGE 1

Please make two marks for each item.

A CURRICULUM CONSULTANT AS DEFINED IN THIS STUDY SHOULD BE CAPABLE OF ...

		Very important	Moderately important	Slightly important	Somewhat unimportant	Definitely unimportant	On-campus curricula	On-the-job training	Self-growth and maturity
51.	... interpreting results from standardized achievement and diagnostic measures.	51.							
52.	... interpreting medical and psychological reports on children.	52.							
53.	... influencing teachers to be observant of pupil behavior (e.g., cognizant of increments of progress).	53.							
54.	... aiding teachers in developing their own informal pupil evaluative techniques.	54.							
55.	... demonstrating to teachers the utilization of pupil-performance information (e.g., application of standardized test information in planning lessons).	55.							
56.	... recommending tests appropriate to assessment of pupil performance in a given content area.	56.							
57.	... demonstrating teaching activities which accomplish specific instructional goals (e.g., reading readiness, auditory discrimination, etc.).	57.							
58.	... developing teaching activities which accomplish specific instructional goals (e.g., reading readiness, auditory discrimination, etc.).	58.							
59.	... assisting teachers in applying remedial techniques for specific learning problems.	59.							
60.	... assisting teachers in adaptation of materials and methods according to specific learning characteristics.	60.							
61.	... demonstrating the variety of situations in which a specific teaching technique can be applied.	61.							
62.	... discussing the advantages, disadvantages, and major aspects of comparable teaching methods (e.g., Gillingham vs. Fernald).	62.							
63.	... training teachers to translate their observations of pupil behavior into meaningful instruction.	63.							
64.	... encouraging teachers to experiment with different instructional approaches.	64.							
65.	... explaining advantages and disadvantages of various instructional approaches employed in classrooms to meet curriculum objectives (e.g., unit approach, etc.).	65.							
66.	... assessing the ability of particular teachers to select and use instructional materials.	66.							
67.	... identifying the problems that teachers encounter in the selection and acquisition of materials.	67.							
68.	... evaluating and selecting materials in accordance with the financial resources of the school.	68.							
69.	... training teachers in the selection of materials to produce an integrated and coordinated classroom program.	69.							
70.	... determining difficulty and interest levels of specific instructional materials.	70.							
71.	... conducting research on the relative efficiency of comparable materials and/or techniques.	71.							
72.	... assisting teachers in the development of procedures for evaluating instructional materials.	72.							
73.	... training teachers in the process of creating and developing new materials.	73.							
74.	... stimulating educational personnel to consult sources to obtain current information on instructional materials.	74.							
75.	... providing the instructional staff with a continuing source of information regarding materials.	75.							

Please make two marks for each item.

A CURRICULUM CONSULTANT AS DEFINED IN THIS STUDY SHOULD BE CAPABLE OF ...

		Very important	Moderately important	Slightly important	Somewhat unimportant	Definitely unimportant
76.	... evaluating the potential and actual services provided by resource materials centers.					
77.	... assisting in the establishment or revision of a local resource materials center.					
78.	... instructing teachers in the use of the services offered by a resource materials center.					
79.	... identifying classroom situations where particular materials are creating classroom problems.					
80.	... assisting teachers in the application of a range of instructional materials to accomplish an instructional goal.					
81.	... assisting teachers in the revision or adaptation of available materials.					
82.	... developing a sequential and coordinated utilization of materials among the instructional staff.					
83.	... providing teachers with sources of information on instructional media.					
84.	... training teachers in the use of sources of media software (e.g., depositories of films).					
85.	... assisting teachers in the development and utilization of teacher-made instructional devices.					
86.	... assisting teachers in evaluating their own self-made instructional media.					
87.	... recommending the instructional media needed for varied classroom groupings (e.g., team teaching, etc.).					
88.	... assisting teachers in selecting instructional media devices that best fit their classroom needs and characteristics.					
89.	... selecting media applicable to individual instruction with exceptional children.					
90.	... demonstrating to administrators techniques of utilizing media in educational diagnosis and instruction.					
91.	... providing administrators with a rationale for the purchase and implementation of a particular type of media (e.g., merits of video tape).					
92.	... demonstrating to teachers how instructional media can be used to teach specific skills (e.g., vocational problem solving, self-monitoring) in children.					
93.	... demonstrating to teachers that instructional media can be used for a variety of performance outcomes.					
94.	... demonstrating to teachers the use of video taping as an evaluative technique.					
95.	... demonstrating to teachers the use of video taping as an instructional tool.					
96.	... demonstrating to teachers the correct use of instructional media.					
97.	... explaining the mechanical operation of selected commonly used educational hardware.					
98.	... identifying the curriculum objectives which can be attained through the use of instructional media.					
99.	... developing with teachers techniques to evaluate the effectiveness of instructional media.					
100.	... assisting teachers concerning the integration of the newer developments (e.g., educational television) into the instructional program.					

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PAGE 1

Please make two marks for each item.

A CURRICULUM CONSULTANT AS DEFINED IN THIS STUDY SHOULD BE CAPABLE OF ...

		Very important	Moderately important	Slightly important	Somewhat unimportant	Definitely unimportant	Concerns curricula oriented training	Self-explanatory or clearly
101.	... disseminating information regarding the curriculum and innovative practices of the school to professional and lay groups.	101.						
102.	... communicating with state department personnel (directors and consultants) regarding the local program.	102.						
103.	... utilizing public relations approaches to facilitate school-community interaction.	103.						
104.	... establishing a system of communication which provides feedback from the community.	104.						
105.	... identifying the informal power structure of the community.	105.						
106.	... advising teachers and administrators regarding use of community agencies and services.	106.						
107.	... explaining to parents the strategies of goal-setting and behavior management they could use in the home.	107.						
108.	... informing parents regarding the uses of instructional media in the home (e.g., selected use of TV and radio, selection of books and games).	108.						
109.	... serving in an advisory capacity to special interest parent groups (e.g., to local Association for Retarded Children).	109.						
110.	... identifying community agencies and services which assist with educational problems.	110.						
111.	... identifying the requisite skills for staff positions in the instructional program.	111.						
112.	... selecting personnel skilled to assume specific roles in the instructional program.	112.						
113.	... identifying persons with specific curriculum development skills (e.g., writing, sequencing, selecting materials).	113.						
114.	... assessing his own knowledge and skills, i.e., self-appraisal.	114.						
115.	... evaluating the effectiveness of his communication with teaching personnel.	115.						
116.	... evaluating the effectiveness of his communication with administrative personnel.	116.						
117.	... enlisting professional resources (e.g., persons, instructional packages, etc.) which can be utilized in local curriculum development activities.	117.						
118.	... interpreting the organizational structure of the school district (job responsibilities, functions, lines of authority, etc.).	118.						
119.	... identifying the informal power structure of a school system.	119.						
120.	... interpreting state laws and legal provisions relative to the education of exceptional children.	120.						
121.	... advising the policy makers of a district (superintendent and school board) regarding the programming needs for exceptional children.	121.						
122.	... advising administrators on acquisition of classroom equipment, supplies, and materials.	122.						
123.	... identifying school policies in need of revision to allow greater teacher participation in decision-making on curriculum practices.	123.						
124.	... developing procedures which allow for teacher participation in decisions regarding materials and equipment acquisition, development of curriculum, and in-service.	124.						
125.	... obtaining support services for teachers engaged in curriculum development activities (e.g., released time, secretarial services, resource materials, etc.).	125.						

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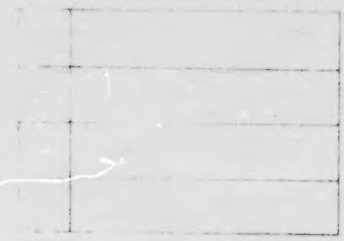
PAGE 1



Please make two marks for each item.

A CURRICULUM CONSULTANT AS DEFINED IN THIS STUDY SHOULD BE CAPABLE OF ...

		Very important	Moderately important	Slightly important	Somewhat unimportant	Definitely unimportant	On-campus curricula	On-the-job training	Self-growth and maturity
126. ... serving as a leader (providing direction) in curriculum development activities.	126.								
127. ... arranging means (e.g., individual conferences, staff meetings, etc.) to aid the overall system of communication in curriculum development activities.	127.								
128. ... facilitating teacher interaction and communication to aid sequencing of the curriculum.	128.								
129. ... identifying lines of communication relative to the improvement of instruction which exist within the organizational structure of the school.	129.								
130. ... identifying communication breakdowns among personnel.	130.								
131. ... identifying nature and extent of interaction between administrators and teachers.	131.								
132. ... recommending relevant professional literature regarding curriculum practices applicable to exceptional children.	132.								
133. ... disseminating teaching ideas and "tricks of the trade."	133.								
134. ... transmitting knowledge and classroom implications from professional literature or conferences.	134.								
135. ... instructing teachers in the techniques of counseling parents and parent conferences.	135.								
136. ... demonstrating good teaching methodology to a teacher in her setting.	136.								
137. ... communicating the rationale and structure of an in-service program to educational personnel.	137.								
138. ... demonstrating to administrative personnel the need for and relevancy of specified in-service training topics.	138.								
139. ... evaluating in-service training programs.	139.								
140. ... developing a system for in-service training that will insure continuous communication, liaison, goal-setting, evaluation, and utilization of feedback.	140.								
141. ... identifying the problems common to teachers of the district that will be amenable to in-service training.	141.								
142. ... developing identified problem areas into a logical sequence of topics and content for in-service programs.	142.								
143. ... organizing and conducting meetings for express purposes (e.g., decision making, relating information, soliciting opinion).	143.								
144. ... presenting information or material in an objective and efficient manner.	144.								
145. ... interacting with any educational personnel utilizing tact and diplomacy.	145.								
146. ... exhibiting leadership qualities in in-service situations or presentations.	146.								
147. ... varying the experiences provided through in-service training.	147.								
148. ... managing the logistic details of presenting a workshop (e.g., obtaining released time, materials needed).	148.								
149. ... identifying educational personnel with skills applicable to in-service training programs (e.g., master teacher to demonstrate specific techniques).	149.								
150. ... enlisting services of qualified outside consultants for in-service sessions.	150.								

REACTION PAGE

The questionnaire which you have just completed is in tentative form. Your response to selected questions would be of help to us as we improve on the design of the questionnaire. Please record your response in the space provided. Use the reverse side of this page if necessary.

1. How much time did it take you to complete the questionnaire? _____ Considering the need for appropriately-trained curriculum consultants, what is your reaction to the effort required to complete this questionnaire?

2. List any competencies which you [illegible]ld be possessed by a curriculum consultant but which were not listed in the questionn[illegible]

3. Indicate the number(s) of any items which you feel are poorly worded, unclear, or ambiguous.

4. How might the questionnaire be improved to ease the task of completing it?

5. Did you encounter any problem in marking your responses according to the coding system? Yes___ No___. If yes, describe.

6. Do you feel that the role of the consultant was clearly described in the instructions? Yes___ No___. If no, comment.

APPENDIX C

Competency Study Questionnaire

University of Missouri - Columbia

COLLEGE OF EDUCATION
Department of Special Education
515 South Sixth Street
Columbia, Missouri 65201

April 2, 1971

Dear Colleague:

The Department of Special Education at the University of Missouri-Columbia with the support of the U.S. Office of Education is currently in the process of designing a graduate level training program to prepare curriculum consultants with generic skills applicable to the education of exceptional children. This training program will be based on specific competencies or skills that are identified as being essential to the performance of a curriculum consultant.

We have selected a number of school districts to assist us in determining the skills and competencies a person should possess to function effectively as a curriculum consultant for exceptional children. We are asking selected educators within these districts to complete the enclosed questionnaire designed to elicit responses about the competencies such a consultant should possess. The data acquired from the questionnaires will be analyzed to determine a ranking of importance of competencies. These results will serve as a basis for structuring experiences to be included in the training program.

The project staff is most eager to obtain your views in terms of how such a curriculum consultant might function in your particular program. Instructions for completing the questionnaire are printed on the first page and should be read carefully before responding to the items.

We appreciate your willingness to complete the questionnaire and hope it will be possible for you to return it to us within a week in the envelope provided. Individual respondents will not be identified by name. Thank you very much for your cooperation.

Sincerely,

Austin J. Connolly
Project Director

Edward L. Meyen
Project Director

Marilyn R. Chandler
Project Coordinator

INSTRUCTIONS

The purpose of this questionnaire is to obtain your views on the role of a curriculum consultant for exceptional children. Please use the following description of a curriculum consultant as your frame of reference in responding to the items on the questionnaire:

> A curriculum consultant is a person capable of: serving as a leader in the development of curriculum for special education programs; advising and aiding in decision-making about curriculum for the total educational program of the district; providing leadership through in-service education; advising administrators on curriculum needs; aiding teachers' use of resources and research; assisting teachers with instructional problems; providing an indirect service to children.

IDENTIFICATION INFORMATION

Please complete all items on page 1. While you are asked to indicate your name, all responses will be treated as confidential. Your name and school name and address are essential for us in case it is necessary to obtain further opinions from you.

EVALUATION OF COMPETENCY STATEMENTS

Pages 2 through 5 contain a listing of statements describing competencies that *might* be related to the role of a curriculum consultant as previously described. The entire set of competencies might not be reflected in any one actual person's position. You are to judge each statement in terms of its *importance* and *trainability*.

Importance: Consider your program as the setting in which this person would be serving. Rank each competency according to its importance in carrying out the role of a curriculum consultant as described above. Using a soft-leaded pencil blacken in your ranking of the importance of each item according to the following criteria:

Column 0 = Very important
Column 1 = Moderately important
Column 2 = Slightly important
Column 3 = Somewhat unimportant
Column 4 = Definitely unimportant

Trainability: Trainability refers to the manner in which a particular competency is developed. Certain competencies might best be developed within the framework of on-campus curricula and training. Other competencies might best be developed through an apprenticeship, internship, or off-campus training and experience. Still other competencies may be looked upon as not susceptible to development through formal education or job experience but are primarily a matter of self-growth and personal maturity. Using a soft-leaded pencil blacken in your ranking of the trainability of each item according to the following criteria:

Column 7 = Best developed through on-campus curricula
Column 8 = Best developed through internship or on-the-job training
Column 9 = Not amenable to training; a matter of self-growth and personal maturity

REMEMBER: EACH COMPETENCY ITEM IS TO BE RATED TWICE--ONCE ON THE IMPORTANCE DIMENSION AND ONCE ON THE TRAINABILITY DIMENSION. This means that you will make one mark on the importance side (to the left of the black divider) and one mark on the trainability side (to the right of the black divider). As an example:

A CURRICULUM CONSULTANT AS DEFINED ABOVE SHOULD BE CAPABLE OF ...

A. ... driving a car. A. 0 1 2 3 ▮■■■ 7 ▮ 9

PLEASE OBSERVE THE FOLLOWING SPECIAL HANDLING PROCEDURES:

1. *Use only a number 2 pencil for marking your coded responses on the special forms.*
2. *Blacken in the numbered space; do not use circles or X's.*
3. *Do not fold or tear the forms.*
4. *Erase completely any changed responses or stray marks.*
5. *Please answer all questions.*

BEST COPY AVAILABLE

Please print
Last name _____ First _____

School district _____
Business
Mailing address _____

_____

City _____ State _____ Zip _____

1. Sex: If you are a male, blacken in the space numbered (0); female, blacken in (1). 1.

2. Age: (0)24 or less; (1)25-29; (2)30-39; (3)40-49; (4)50-59; (5)60-65; (6)66 or older. 2.

3. Highest level of professional preparation: (0)Less than B.A.; (1)B.A.; (2)B.A.+; (3)M.A.; (4)M.A.+; (5)6th year degree; (6) Doctorate. 3.

4. Do you hold full credentials for your position for the state in which you are now working: (0)yes; (1)no; (2)not applicable. 4.

5. Number of special classes in your building: (0)none; (1)1; (2)2 or more; (3)total school; (4)not applicable. Note: everyone but teachers and principals should check (4). 5.

6. Number of years employed in present district, including present year: (0)not applicable; (1)1-2; (2)3-5; (3)6-10; (4)11-15; (5)16-20; (6)21 or more. 6.

7. Total number of years of professional education experience, including present year: (0)none; (1)1-2; (2)3-5; (3)6-10; (4)11-15; (5)16-20; (6)21 or more. 7.

For items 8 through 16, any one year's work should not be reflected in more than one item. Include the present year.

8. Number of years as a Superintendent (or Associate or Assistant Superintendent): (0)none; (1)1-2; (2)3-5; (3)6-10; (4)11-15; (5)16-20; (6)21 or more. 8.

9. Number of years as a Curriculum Consultant, Specialist, Coordinator, or Supervisor: (0)none; (1)1-2; (2)3-5; (3)6-10; (4)11-15; (5)16-20; (6)21 or more. 9.

10. Number of years as a Principal or Assistant Principal: (0)none; (1)1-2; (2)3-5; (3)6-10; (4)11-15; (5)16-20; (6)21 or more. 10.

11. Number of years as a Psychologist or Psychometrist: (0)none; (1)1-2; (2)3-5; (3)6-10; (4)11-15; (5)16-20; (6)21 or more. 11.

12. Number of years as a Speech or Hearing Clinician: (0)none; (1)1-2; (2)3-5; (3)6-10; (4)11-15; (5)16-20; (6)21 or more. 12.

13. Number of years as a Director of Special Education: (0)none; (1)1-2; (2)3-5; (3)6-10; (4)11-15; (5)16-20; (6)21 or more. 13.

14. Number of years as a Special Education Consultant: (0)none; (1)1-2; (2)3-5; (3)6-10; (4)11-15; (5)16-20; (6)21 or more. 14.

15. Number of years as a Classroom Teacher, Special Education(not counting student teaching): (0)none; (1)1-2; (2)3-5; (3)6-10; (4)11-15; (5)16-20; (6)21 or more. 15.

16. Number of years as a Classroom Teacher, Regular Education(not counting student teaching): (0)none; (1)1-2; (2)3-5; (3)6-10; (4)11-15; (5)16-20; (6)21 or more. 16.

17. Check the one below which is closest to your current job title:

__Superintendent	__Curriculum Consultant	__Director of Special Education
__Psychologist	__Speech or Hearing Clinician	__Classroom Teacher, Special Education
__Principal	__Special Education Consultant	__Classroom Teacher, Regular Education

18. If you checked Classroom Teacher, Regular Education in #17 above, indicate grade level now teaching: _____ grade.

19. If you checked Classroom Teacher, Special Education in #17 above, make one check in each of the two columns below:

Type of Class	Level of Class
__Educable mentally retarded	__Preprimary
__Trainable mentally retarded	__Primary
__Emotionally disturbed	__Intermediate
__Socially maladjusted	__Junior High School
__Visually handicapped	__Senior High School
__Hearing handicapped	
__Orthopedically handicapped	
__Specific learning disabilities	
__Hospitalized or homebound	
__Multiply handicapped	
__Brain injured	

Use Only a Number 2 Pencil – Do Not Fold

A curriculum consultant is a person capable of: serving as a leader in the development of curriculum for special education programs; advising and aiding in decision-making about curriculum for the total educational program of the district; providing leadership through in-service education; advising administrators on curriculum needs; aiding teachers' use of resources and research; assisting teachers with instructional problems; providing an indirect service to children.

A CURRICULUM CONSULTANT AS DEFINED ABOVE SHOULD BE CAPABLE OF ...

		Very important	Moderately important	Slightly important	Somewhat unimportant	Definitely unimportant	On-campus curricula	On-the-job training	Self-growth and maturity
..	... predicting effects which will probably result from specific curriculum changes.	1.							
2.	... developing a model or plan of action for resolving curriculum problems.	2.							
3.	... serving as an advisor to administrators regarding curriculum needs and changes.	3.							
4.	... assessing present curriculum(s) to identify areas needing revision.	4.							
5.	... creating recommendations based on the problems identified in the process of developing curriculum.	5.							
6.	... determining the application of curriculum guides developed by other districts to his own school district.	6.							
7.	... coordinating the development and production of local curriculum documents.	7.							
8.	... integrating information regarding community characteristics (e.g., socio-economic information) into the development of curriculum.	8.							
9.	... translating the objectives and expectations of the school into curriculum guidelines.	9.							
10.	... incorporating into the development of curriculum the knowledge of how exceptional children develop and mature.	10.							
11.	... formulating specific program objectives that will be compatible with the general aims and objectives of the school district.	11.							
12.	... applying basic principles of curriculum development and educational theory.	12.							
13.	... selecting innovative practices and research findings applicable to local curriculum improvement activities.	13.							
14.	... communicating effectively the need for funding of curriculum-related projects.	14.							
15.	... coordinating the use of funds allocated for curriculum development activities.	15.							
16.	... determining commitment of funds for curriculum development activities as compared to other aspects of school operation.	16.							
17.	... formulating curriculum priorities in relation to available financial resources.	17.							
18.	... assessing the extent to which a curriculum project has been successful in translating general curriculum goals into actual classroom practices and procedures.	18.							
19.	... adapting innovative elements of regular education practices (e.g., scheduling or grouping techniques) to programs for exceptional children.	19.							
20.	... conducting research activities on curriculum and instruction.	20.							
21.	... advising administrators on the need for district involvement in research activities.	21.							
22.	... stimulating participation of teachers in research activities.	22.							
23.	... obtaining assistance from experts on research problems (e.g., advice on design or measurement tools).	23.							
24.	... interpreting state laws and legal provisions concerning the education of exceptional children.	24.							
25.	... recommending relevant professional literature regarding curriculum practices applicable to exceptional children.	25.							

A curriculum consultant is a person capable of: serving as a leader in the development of curriculum for special education programs; advising and aiding in decision-making about curriculum for the total educational program of the district; providing leadership through in-service education; advising administrators on curriculum needs; aiding teachers' use of resources and research; assisting teachers with instructional problems; providing an indirect service to children.

A CURRICULUM CONSULTANT AS DEFINED ABOVE SHOULD BE CAPABLE OF ...

		Very important	Moderately important	Slightly important	Somewhat unimportant	Definitely unimportant	On-campus curricula	On-the-job training	Self-growth and maturity
26.	... designing evaluation procedures which identify the strengths and weaknesses of a total instructional program.	26.							
27.	... implementing varied evaluative techniques for assessing teacher effectiveness (e.g., peer-evaluation, observational techniques, self-appraisal scales).	27.							
28.	... training teachers to independently resolve their own instructional problems.	28.							
29.	... stimulating educational personnel to conduct their own review of instructional resources and research in their area.	29.							
30.	... assisting teachers in developing and using knowledge and skill inventories in evaluating instruction.	30.							
31.	... assisting teachers in developing instructional objectives in behavioral terms.	31.							
32.	... assisting teachers in applying task analysis principles to instruction.	32.							
33.	... assisting teachers in planning specific lessons.	33.							
34.	... assisting teachers in using a diagnostic and prescriptive approach to a child's specific learning problem.	34.							
35.	... training teachers in directing the work of classroom aides or helpers.	35.							
36.	... instructing teachers in the techniques of counseling parents and parent conferences.	36.							
37.	... assisting teachers in effective use of classroom space and environment.	37.							
38.	... serving as advisor to administrators regarding space needs, physical plant requirements and modifications.	38.							
39.	... assisting teachers in adaptation of materials and methods according to specific learning characteristics.	39.							
40.	... encouraging teachers to experiment with different instructional approaches (e.g., unit approach, etc.) to meet curriculum objectives.	40.							
41.	... disseminating teaching ideas and "tricks of the trade."	41.							
42.	... demonstrating good teaching methodology to a teacher in her setting.	42.							
43.	... helping teachers to assess and improve classroom social and emotional climates to aid learning and interaction.	43.							
44.	... identifying the nature of teacher-pupil and pupil-pupil interaction in a classroom.	44.							
45.	... assessing teacher performance in classroom management.	45.							
46.	... explaining theories and techniques of behavior management systems to educational personnel.	46.							
47.	... interpreting reports and results from measurement on children (e.g., medical reports, psychological studies, diagnostic tests).	47.							
48.	... aiding teachers in developing their own pupil evaluative techniques.	48.							
49.	... recommending tests appropriate to assessment of pupil performance in a given content area.	49.							
50.	... training teachers to translate their observations of pupil behavior into meaningful instruction.	50.							

A curriculum consultant is a person capable of: serving as a leader in the development of curriculum for special education programs; advising and aiding in decision-making about curriculum for the total educational program of the district; providing leadership through in-service education; advising administrators on curriculum needs; aiding teachers' use of resources and research; assisting teachers with instructional problems; providing an indirect service to children.

A CURRICULUM CONSULTANT AS DEFINED ABOVE SHOULD BE CAPABLE OF ...

		Very important	Moderately important	Slightly important	Somewhat unimportant	Definitely unimportant	On-campus curricula	On-the-job training	Self-growth and maturity
51.	... demonstrating teaching activities for specific instructional objectives.	51.							
52.	... developing teaching activities which accomplish specific instructional goals (e.g., reading readiness, auditory discrimination, etc.).	52.							
53.	... assessing the ability of teachers to select and use instructional materials.	53.							
54.	... identifying the problems that teachers encounter in the selection and acquisition of materials.	54.							
55.	... evaluating and selecting materials in accordance with the financial resources of the school.	55.							
56.	... training teachers in the selection and use of materials to produce an integrated and coordinated classroom program.	56.							
57.	... advising administrators on acquisition of classroom equipment, supplies, and materials.	57.							
58.	... assisting teachers in the development of procedures for evaluating instructional materials and media.	58.							
59.	... providing the instructional staff with a continuing source of information regarding materials and media.	59.							
60.	... evaluating the potential and actual services provided by resource materials centers.	60.							
61.	... assisting in the establishment or revision of a local resource materials center.	61.							
62.	... instructing teachers in the use of the services offered by a resource materials center.	62.							
63.	... assisting teachers in the adaptation of available materials to accomplish an instructional goal.	63.							
64.	... developing a sequential and coordinated utilization of materials among the instructional staff.	64.							
65.	... assisting teachers in the development and use of teacher-made instructional devices and materials.	65.							
66.	... assisting teachers in selecting instructional media devices that best fit their classroom needs and characteristics.	66.							
67.	... aiding teachers in utilizing instructional media in their classrooms.	67.							
68.	... identifying the curriculum objectives which can be attained through the use of instructional media.	68.							
69.	... assisting teachers with the integration of newer technologies (e.g., educational television) into the instructional program.	69.							
70.	... providing administrators with a rationale for the implementation of a particular type of media or technology.	70.							
71.	... communicating the rationale and structure of an in-service program to educational personnel.	71.							
72.	... evaluating in-service training programs.	72.							
73.	... developing a system for in-service training that will insure communication, cooperation, evaluation, and use of feedback to modify goals.	73.							
74.	... identifying the problems common to teachers of the district that can be approached through in-service programs.	74.							
75.	... developing identified problem areas into a logical sequence of topics and content for in-service programs.	75.							

A curriculum consultant is a person capable of: serving as a leader in the development of curriculum for special education programs; advising and aiding in decision-making about curriculum for the total educational program of the district; providing leadership through in-service education; advising administrators on curriculum needs; aiding teachers' use of resources and research; assisting teachers with instructional problems; providing an indirect service to children.

A CURRICULUM CONSULTANT AS DEFINED ABOVE SHOULD BE CAPABLE OF ...

		Very important	Moderately important	Slightly important	Somewhat unimportant	Definitely unimportant	On-campus curricula	On-the-job training	Self-growth and maturity
76.	... organizing and conducting meetings for express purposes (e.g., making decisions, relaying information, obtaining opinions).	76.							
77.	... enlisting services of district personnel or outside consultants for in-service sessions.	77.							
78.	... transmitting information regarding the curriculum priorities and innovative practices of the school to professional and lay groups.	78.							
79.	... communicating with state department personnel (directors and consultants) regarding the local program.	79.							
80.	... utilizing public relations approaches to facilitate school-community interaction.	80.							
81.	... identifying the informal power structure of the community.	81.							
82.	... advising teachers and administrators regarding the use of agencies and services in the community which can assist with educational problems.	82.							
83.	... explaining to parents the techniques of child management and instruction they could use in the home.	83.							
84.	... serving in an advisory capacity to special interest parent groups (e.g., to local Association for Retarded Children).	84.							
85.	... selecting personnel skilled to assume specific roles in the instructional program.	85.							
86.	... identifying persons with specific curriculum development skills (e.g., writing, sequencing, selecting materials).	86.							
87.	... enlisting professional resources (e.g., persons, instructional packages, etc.) which can be utilized in local curriculum development activities.	87.							
88.	... eliciting and listening receptively to ideas presented from all personnel about curriculum content and needed revisions.	88.							
89.	... serving as an effective spokesman for teachers on curriculum ideas and instructional needs.	89.							
90.	... recruiting and coordinating the efforts of instructional personnel in major curriculum development activities.	90.							
91.	... interpreting the structure of the school district (job responsibilities and functions, lines of authority, power structure, lines of communication).	91.							
92.	... identifying school policies in need of revision to allow greater teacher participation in decision-making on curriculum practices.	92.							
93.	... developing procedures which allow for teacher participation in decisions regarding materials and equipment acquisition, development of curriculum, and in-service.	93.							
94.	... obtaining support services for teachers engaged in curriculum development activities (e.g., released time, secretarial services, resource materials, etc.).	94.							
95.	... developing situations (e.g., individual conferences, staff meetings, etc.) which enhance communication in curriculum development activities.	95.							
96.	... identifying nature and extent of interaction among educational personnel.	96.							
97.	... assessing his own knowledge and skills, i.e., self-appraisal.	97.							
98.	... evaluating the effectiveness of his interaction with district personnel.	98.							
99.	... serving as a leader (providing direction) in curriculum development activities.	99.							
100.	... converting information obtained from professional literature and conferences into instructional practices.	100.							

APPENDIX D

Demographic Data Forms on Sample School Districts

Name of School System _____

Address _____

_____ Zip Code _____

Name of person completing this inquiry _____

Position _____

PLEASE FILL IN THE FOLLOWING BLANKS. USE ESTIMATES WHERE NECESSARY, BUT PLACE AN "E" BEFORE ESTIMATED FIGURES.

Number of counties included in this system: _____

Number of school districts included in this system: _____

Total number of children enrolled in the school districts in this system (around October 1, 1970):

Elementary: _____
Secondary: _____

Numbers of staff of your system:

Director of Special Education: _____
Psychologists: _____
Speech and Hearing Clinicians: _____
Special Education Consultants: _____
Other (specify): _____ _____
_____ _____
_____ _____

(Used for Intermediate Districts only.)

Name of School System _____

Address _____

_____ Zip Code _____

Name of person completing this inquiry _____

Position _____

PLEASE FILL IN THE FOLLOWING BLANKS. USE ESTIMATES WHERE NECESSARY, BUT PLACE AN "E" BEFORE ESTIMATED FIGURES.

Organization of school district: _____
(Examples: K-6, 7-9, 10-12; or 1-8, 9-12; etc.)

Number of schools in your district:
Elementary schools: _____
Secondary schools: _____

Number of children enrolled around October 1, 1970:
(including special education programs)
Elementary: _____
Secondary: _____

Number of instructional staff:
(including special education programs)
Teachers:
Elementary: _____
Secondary: _____

Principals and Assistant Principals:
Elementary: _____
Secondary: _____

Other:
Superintendents: _____
Psychologists: _____
Speech and/or Hearing Clinicians: _____
Curriculum coordinators or consultants (regular): _____
Director of Special Education: _____
Special Education consultants: _____
All others (such as librarians, guidance staff, music, etc.; do not include clerical, custodial, transportation or food service personnel): _____

(Used for local school districts only.)

Information about special education program conducted by this school district: (In this section, do not count teachers more than once. Approximate the teacher's time if she is not full-time equivalent. Do not count pupils in more than one program.)

Exceptionality	Number of Teachers	Number of Children Served	Range of Program (example: elem. only, elem. and secondary, etc.)	Type of Administrative Organization (example: special classes, special school, itinerant teacher, resource teacher, etc.)
Educable Mentally Retarded				
Trainable Mentally Retarded				
Emotionally Disturbed				
Socially Maladjusted				
Visually Handicapped				
Hearing Handicapped				
Specific Learning Disabilities				
Hospitalized or Homebound				
Multiply Handicapped				
Brain Injured				
Orthopedically Handicapped				

(Used for both Intermediate Districts and local school districts.)

APPENDIX E

Guidelines for Selection of Respondents

GUIDELINES FOR SELECTION OF RESPONDENTS

We request that you specifically follow the steps outlined in the selection of respondents. This will enhance the possibility of obtaining a random and representative sample from your district.

Step 1: Please read the description of positions on page 2. Consider the number of persons in your district who would be considered as being included in that position. Since actual titles used in your district may vary from those used in this study, consider the person's major responsibility as it relates to the role descriptions.

Step 2: Review the distribution we agreed to in our phone conversation. This is specific to your district and can be found on page 3 of these instructions.

Step 3: If the number of possible respondents exceeds the number we are requesting in a category, please use a random selection procedure. For example, using an alphabetical listing or roster of elementary classroom teachers in your district, select every twentieth name until you have the number of elementary classroom teachers which we are requesting.

Step 4: Please complete the form (page 4) with the names of those you have selected. We are enclosing two copies so that you may retain this information for your files if you choose. Would you please send one copy back to us in the attached envelope. This information will aid us in our follow-up to the participants.

Step 5: To aid your dissemination of the questionnaires, we have prepared a cover letter from your office. A space is provided for you to fill in the name of the recipient of the questionnaire. These cover letters are attached to the top of each envelope which contains one questionnaire. The use of the cover letter we have prepared is optional.

Thank you very much for your cooperation.

DESCRIPTION OF POSITIONS

Superintendent: The Superintendent, or an Associate or Assistant Superintendent in charge of Instruction.

Curriculum Consultant or Coordinator: A central staff member, below the level of the superintendency, whose activities deal with curriculum improvement and with improving the quality of instruction. A coordinator or consultant serving the entire school system or a portion of the school system larger than a single school. A specialist in a designated instructional area, e.g., Reading Consultant.

Psychologist: Psychologist or psychometrist who is responsible for providing psychological services to pupils, including the administration and interpretation of psychological tests.

Speech and/or Hearing Clinician: Clinician, therapist, or pathologist for speech and/or hearing problems who provides individual or small group instruction to children on an itinerant basis, i.e., does not have full-time responsibility for a classroom.

Principal: Building principal or assistant principal for an elementary school (no higher than grade 8). Do not include teaching principals unless they are in charge of schools of 4 or more classrooms. Presence or absence of Special Education classes in their buildings is not a factor.

Director of Special Education: The staff member who has the major responsibility in the district for coordinating and supervising the Special Education program of the school system. (The position titles of this person may vary by districts.)

Special Education Consultant: A staff member who works under the direction of a Director of Special Education and who deals with the curriculum and instructional aspects of one or more areas of exceptionality, e.g., Consultant for Mental Retardation. Does not provide direct service to children.

Elementary Classroom Teacher: A full-time teacher of a classroom for elementary school children (grades K through 8). May be ungraded or multi-grade classrooms. Must not be considered as a special education classroom. The teacher must be certificated. Presence or absence of Special Education classes in the school is not a factor.

Special Education Classroom Teacher: A teacher of a classroom specifically designated as serving some category of exceptional children. Such classrooms may be from pre-primary level through secondary school programs. The classroom may be designated as being for the mentally retarded, emotionally disturbed, deaf or hard of hearing, blind or visually handicapped, orthopedically handicapped, multiply handicapped, hospitalized or home

bound, socially maladjusted, brain injured, or specific learning disabilities. Do not include teachers who are primarily resource room teachers or itinerant teachers. Certification status should not be a limiting factor.

Please note: Factors of years of experience, level of professional preparation, or tenure in the district should not affect selection.

APPENDIX F

Instructions for Judges

INSTRUCTIONS FOR JUDGES

The enclosed packet consists of one hundred white 3x5 cards, five blue 3x5 cards, and twenty-five green 3x5 cards. The blue and green cards are to be used in the sorting procedure and will be discussed on page 2.

The one hundred white cards are referred to as competency statement cards and represent a universe of competencies presumed to describe the role of a curriculum consultant for exceptional children. Each statement has two aspects implied in it--one focusing on the functions or processes of the consultant's role (e.g., evaluating, advising, etc.) and one focusing on the context within which the function is carried out (e.g., curriculum, materials and media, etc.). We have described these two dimensions--function and context--as each having five categories. The categories for the two dimensions are as follows:

Function Dimension	Context Dimension
Evaluating	Curriculum
Developing	Instruction
Training	Materials and Media
Advising	Communication Processes
Serving as Liaison	Support Systems

For purposes of this study, these categories are defined in the following way:

Function Dimension

Evaluating - Those items which involve exploring current conditions, identifying problems, analyzing processes and programs.

Developing - Those items which involve developing policies, products or programs, organizing and directing programs or processes, translating information into useable form, adapting knowledges into practices.

Training - Those items relating to planned activities or procedures aimed at developing particular skills and/or understandings on the part of others.

Advising - Those items relating to assisting persons by providing

Context Dimension

Curriculum - Those items which relate to the identification, evaluation, and sequencing of curriculum content, plus those which pertain to the process of curriculum development.

Instruction - Those items which relate to teaching methods, techniques, classroom interactions, pupil performance, and classroom management.

Materials and Media - Those items pertaining to teaching materials, audiovisual equipment and technologies for instruction.

Communication Processes - Those items which primarily focus on the interaction between professional

Function Dimension (Continued)

information, demonstrating, and sharing of ideas intended to help in decision making, the solution of a particular problem, or the improvement of a particular practice.

Serving as Liaison - Those items relating to assisting in communication between groups and securing support and assistance from others.

Context Dimension (Continued)

groups, interpersonal and intrapersonal relations, communications beyond the school district, structures of groups.

Support Systems- Those items which are concerned with establishing resources and policies relevant to educational programs, e.g., research support, in-service training, better facilities, consultant services, etc.

Directions for Card Sorting

Our goal is to determine the relationship of each competency statement to the two dimensions of function and context described on page 1. For example, "Evaluating" represents one aspect of the function dimension. There are several competency statements relating to "Evaluating." It is important for us to know which statements also relate to "Curriculum," or "Instruction," or "Materials and Media," etc., along the context dimension.

Your task involves two procedures. Please read all of the instructions prior to proceeding with the sorting.

Procedure 1

This procedure involves sorting the 100 white competency statement cards according to the function dimension. They are now in a random order.

a. Place the blue function label cards horizontally as follows:

Evaluating	Developing	Training	Advising	Serving as Liaison

b. Proceed to sort the white cards according to the five functions. There are no restrictions on the number of cards belonging to each function. You may find after completing this procedure that you have assigned more white cards to some functions than to others.

Procedure 2

Your next task is to take the white competency statement cards which you have assigned to each function and sort them again according to the context dimension, following the directions below.

a. You have 25 green cards. There are five cards for each of the five context areas. For example, the five context cards pertaining to the "Evaluating" function appear as follows:

Evaluating/ Curriculum	Evaluating/ Instruction	Evaluating/ Materials and Media	Evaluating/ Communication Processes	Evaluating/ Support Systems

b. Place the five green context cards for "Evaluating" in front of you as illustrated above under 2a.

c. Take your "Evaluating" pile of white competency statement cards which you previously sorted and sort them according to the context areas identified by the five green context cards. You may find that you have not assigned cards to some of the green context cards.

d. After sorting all of the cards from your "Evaluating" pile, place the corresponding green context card on top and fasten each pile with a rubber band. Now place these five sets of cards aside.

e. You have now sorted your white "Evaluating" cards according to each context. Repeat the same sorting processes (steps b, c, and d) for the remaining four piles of competency statement cards, i.e., the "Developing," "Training," "Advising," and "Serving as Liaison" piles. For example, sort the cards from your "Developing" pile under the following green context cards:

Developing/ Curriculum	Developing/ Instruction	Developing/ Materials and Media	Developing/ Communication Processes	Developing/ Support Systems

Be sure to fasten each pile with a rubber band.

You should end up with 25 separate piles, each identified by a green context card. You may find that you have not assigned any white competency statement cards to some green context cards. This is all right, but please return all 25 piles.